

# Alternative Family Education/Branciforte Small Schools Campus

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 • Grades K-12

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### **Santa Cruz City Schools**

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#### **District Governing Board**

Sheila Coonerty  
Deedee Perez-Granados  
Cynthia Ranii  
Jeremy Shonick  
Patricia Threet  
Deborah Tracy-Proulx  
Claudia Vestal

#### **District Administration**

Kris Munro  
**Superintendent**  
Dorothy Coito  
**Assistant Superintendent  
Educational Services**  
  
Patrick Gaffney  
**Assistant Superintendent  
Business Services**  
  
Molly Parks  
**Assistant Superintendent  
Human Resources**

### **School Description**

Alternative Family Education (AFE) is a homeschool for 165+ students in kindergarten through twelfth grade. This school is for families who prefer an individualized, home and community based approach to their children's education combined with the support of school district resources. AFE students meet regularly with consultant teachers, who help outline educational goals and objectives. They can also participate in weekly enrichment academic classes, high school sports (volleyball, basketball, and softball), theater productions, and field trips, including an annual trip to the Shakespeare Festival in Oregon.

AFE is located on the vibrant Branciforte Small Schools Campus (BSSC). Other schools sharing the campus are Ark Independent Studies High School, Costanoa High School, and Monarch Community Elementary School.

Alternative Family Education's Vision and Mission Statements:

Inspired Purpose:

AFE supports, nurtures and inspires families and students to discover and develop their potential through engaged learning, problem solving, and community involvement.

Vision:

AFE cultivates...

the ability to use our minds well.

the tools to choose our paths.

the ability to act upon our passions.

the desire to contribute to the local community and the world.

the vision and heart to see and feel things from other perspectives. the ability to express our own voices.

the habit of self-reflection. a sense of well-being.

Leadership

Michelle McKinney is the principal of the school. She has been a parent at AFE in the past.

Our Parent Club and Community Council continue to play key roles in shaping our students' educational experience.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	3
Grade 1	5
Grade 2	1
Grade 3	10
Grade 4	3
Grade 5	7
Grade 6	9
Grade 7	18
Grade 8	19
Grade 9	11
Grade 10	15
Grade 11	14
Grade 12	13
<b>Total Enrollment</b>	<b>128</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.0
Asian	0.8
Filipino	0.0
Hispanic or Latino	9.4
Native Hawaiian or Pacific Islander	0.0
White	81.3
Socioeconomically Disadvantaged	15.6
English Learners	0.0
Students with Disabilities	14.1
Foster Youth	0.0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Alternative Family Education/Branciforte Small	16-17	17-18	18-19
With Full Credential	7	7	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	16-17	17-18	18-19
With Full Credential	♦	♦	314
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School			
Alternative Family	16-17	17-18	18-19
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials Year and month in which data were collected: December 5, 2013	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Literature & Language Arts - Holt Adopted 2002  Practicing the Writing Process - Education Design Adopted 2001  Reading & Language Arts - McDougal Littell Adopted 2001  Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Algebra 1 & 2, Geometry, Algebra Readiness - Houghton Mifflin Adopted 2008  Mathematics 1 & 2, Algebra Readiness - Holt Adopted 2008  Mathematics - Hircourt Adopted 2001  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Biology: An Everyday Experience - Glencoe McGraw Hill Adopted 2007  Focus On Earth/Life/Physical Science - Glencoe McGraw Hill Adopted 2007  California Science - Macmillan McGraw Hill Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	History Alive! series - TCI Adopted 2006  History & Social Science - Pearson Scott Foresman Adopted 2006  Government in America - Longman Adopted 2004  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

AFE is housed in four refurbished buildings on the Branciforte Small School Campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/16/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	RM 21 COMMENTS: HOT WATER HANDLE IS BROKEN/BROKEN DOOR STOPPER RM 22 COMMENTS: WINDOWS NEED BLINDS RM 23 COMMENTS: BROWN CABINET NEEDS TO BE ANCHORED RESOURCE CENTER COMMENTS: TWO BROWN BOOKSHELVES NEED TO BE ANCHORED, CABINET IN RESTROOM NEEDS TO BE ANCHORED PALAZZO STUDIO COMMENTS: GREEN SHELVES NEEDS TO BE ANCHORED DOWN/NO PHONE RM 2 COMMENTS: NO PHONE/DAMAGED FLOOR BY THE SINK
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	RM 22 COMMENTS: SINK DRAINS SLOW
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	ADMIN OFFICE COMMENTS: NO FIRE EXTINGUISHER, NEED TO ORDER ONE
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	94.0	82.0	59.0	60.0	48.0	50.0
Math	67.0	62.0	42.0	41.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	22	24.72	81.82
Male	48	13	27.08	69.23
Female	41	9	21.95	100.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	11	2	18.18	50.00
White	69	19	27.54	84.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	5	26.32	60.00
English Learners	--	--	--	--
Students with Disabilities	14	2	14.29	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	**	**	**
7	**	**	**

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	21	23.6	61.9
Male	48	13	27.08	53.85
Female	41	8	19.51	75
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	11	1	9.09	0
White	69	19	27.54	63.16
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	5	26.32	60
English Learners	--	--	--	--
Students with Disabilities	14	2	14.29	0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

The two parent groups are the AFE Community Council and the Parent Club. Many parents participate in field trips and share their academic expertise through enrichment classes, tutorial groups, and playgroups for the younger children. The Parent Club participates in fundraising to support the enrichment classes and field trips. AFE parents and students serve on the BSSC Site Council.

To become more involved, please call or visit the school office - (831) 429-3898

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

The School Site Council that represents our four schools at the Branciforte Small Schools Campus (BSSC) reviews the previous year's Safe School Plan and collaborates to write a new plan each year. Goal one in our 2018-19 plan is to continue to implement trauma-informed care strategies in the classroom with a focus on implementation of neurosequential model tenets into lessons, 1:1 meetings, and school structure. We will also begin to explore restorative justice practices around community building. We will undertake a number of actions to meet this goal. We will continue to hold positive discipline support group classes, explicitly teach and practice self-regulation techniques, provide training for implementation of restorative justice practices, and focus on the neurosequential model in lesson design in various professional development sessions.

The second goal in our 2018-19 plan is to develop a comprehensive plan to deal with issues of homelessness impacting our school site. We will undertake a number of actions to meet this goal. We will create a morning safety checklist and a protocol for dealing with homeless issues that arise when school is not in session. We will also monitor time spent dealing with issues of homelessness during the 2018-19 school year to serve as a baseline. Finally we will work with the Santa Cruz Homeless Services Center and the School Resource Officer to review our safety checklist and proposed response to issues of homelessness.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	3.5	3.2
Expulsions Rate	0.4	0.3	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	.125
Library Media Services Staff (Paraprofessional)	.2343
Psychologist	.1250
Social Worker	.0555
Nurse	.0625
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	17	18	10	2	2	3						

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

#### Professional Development provided for Teachers

The Professional development in 18-19 focuses on the following three goals, in alignment with District MTSS Strategic Foci:

1. Improve student achievement through developing a unified understanding of program expectations and practices, with a particular focus on Common Core math instruction in grades 6-12. In staff meetings, teachers and admin continue to deepen their analysis of MAP mathematics data, which is administered twice yearly. Both staff and families will complete pre/post surveys about competence with using MAP data to make instructional goals and choices. Staff uses MAP data and other measures to support families, and refers students who are not making expected progress to the 'Students of

Concern' program; additional support services may ensue. Technology will be used and maintained to communicate with families about student progress data. As a staff and in consultation with the District CCSS instructional coach, teacher consultants design individualized learning plans with their clients, specifically in adapting to Common Core curriculum and practices. AFE high school students will have access to math tutors from UCSC for five hours per week.

2. Continue to build self regulation skills and improved school climate, and begin to implement Restorative Justice practices in the independent studies setting. New target - 90% of Students and families surveyed will demonstrate positive school climate. Staff will continue to broaden their 'bank' and teach self regulation skills in PD meetings, and collect data. All staff will attend a 6-hour training on Restorative Justice practices in August. Admin and SCIL leader will develop student, parent and staff surveys on this topic. Staff will create 'scenarios' where Restorative Justice might be applicable in the home school environment. A representative from AFE will serve on the Restorative Justice Leadership Team which meets monthly to learn improved Circle Keeping to enrich communities of caring, in light of ever increasing instances of anxiety, depression and mental health issues in the Independent Studies community. Staff members will attend the annual Calciano Symposium on Mental Health in the spring. Admin and SCIL leader will provide Suicide Prevention education for staff, parents and students. AFE students will be referred for limited MH counseling services with school wide intern.

3. Improve student writing in grades 4-12 with vertical alignment and standardizing scoring practices. Staff will participate in professional development about developing fluent writers. Together, they will calibrate writing samples and create anchor papers with a writing rubric. Staff will explore other writing rubrics, and may adopt new guidelines for scoring student pieces. Through professional development, teachers will increase understanding of the vertical alignment of ELA CCSS in the 4th - 8th grade standards.

Professional development happens primarily at staff meetings twice monthly for 1.5 hours. from August to June. The site math coach supports this work and will provide some individual coaching. Some teachers are also attending district sponsored math training which started in the summer for some, include the textbook adoption and evening workshops.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Our generous community supports a parcel tax that funds our library staff in 16-17. This includes some of our theater class expenses, and our high school league fees. We will also received one time sports equipment funds through the parcel tax in 16-17.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Alternative Family	2014-15	2015-16	2016-17
Dropout Rate	0.0	4.5	9.5
Graduation Rate	76.9	90.9	85.7
Santa Cruz City Schools	2014-15	2015-16	2016-17
Dropout Rate	3.9	4.2	5.9
Graduation Rate	89.7	92.5	89.1
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,129	\$831	\$6,298	\$76,335
District	◆	◆	\$6,111	
State	◆	◆	\$7,125	
Percent Difference: School Site/District			3.1	28.0
Percent Difference: School Site/ State			-4.2	

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0



Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	91.2	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	83.3	82.8
Asian	100.0	100.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	0.0	86.2	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	93.6	92.1
Two or More Races	100.0	93.8	91.2
Socioeconomically Disadvantaged	80.0	86.9	88.6
English Learners	0.0	63.8	56.7
Students with Disabilities	100.0	77.3	67.1
Foster Youth	0.0	75.0	74.1

### Career Technical Education Programs

These courses are not offered through AFE but are available through our district to all High School students. These are ROP courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students in our district.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.