



# Ark Independent Studies

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 x229 • Grades 9-12  
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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



**Santa Cruz City Schools**  
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### District Governing Board

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John Owen

Cynthia Ranii

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Educational Services**

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**Assistant Superintendent  
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**Assistant Superintendent  
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### School Description

Ark Independent Studies is an accredited high school in the Santa Cruz City Schools. Our sixty-two students may choose to meet with their instructor at the Branciforte Small Schools Campus, Santa Cruz High School, Harbor High School, or Soquel High School. Students meet weekly for one hour with an instructor on a one-to-one basis to review a minimum of 20 hours of work completed during the week. During this meeting, students are given specific assignments, and coursework is corrected and evaluated. Students complete their coursework during the week at home. Assignments are tailored to fit the individual student's interests, needs, and learning style. Students have access to educational support by certificated staff and college tutors at least three days per week at each of the four sites. Several enrichment offerings (guest speakers, field trips, "mini-classes") are made available to all Ark students through the course of the year. All Ark teachers are fully credentialed, with a broad range of teaching experience and expertise.

The Ark's schoolwide learning outcomes are as follows:

- I. Every student will demonstrate personal responsibility
- II. Every student will be an effective communicator, and
- III. Every student will be able to demonstrate and apply higher order thinking skills

### Mission

At the Ark Independent Studies we:

- Connect with students as individuals
- Inspire students to find meaning
- Motivate students to take responsibility
- Support students to discover and pursue their interests

## 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	7
Grade 11	18
Grade 12	30
<b>Total Enrollment</b>	<b>58</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	39.7
White	55.2
Two or More Races	5.2
Socioeconomically Disadvantaged	53.4
English Learners	8.6
Students with Disabilities	10.3

## 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 for Ark Independent Studies	17-18	18-19	19-20
With Full Credential	6	4	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Cruz City Schools	17-18	18-19	19-20
With Full Credential	♦	♦	319
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	9

### Teacher Misassignments and Vacant Teacher Positions at Ark Independent Studies

Indicator	17-18	18-19	19-20
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 2019-20)

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: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Literature &amp; Language Arts - Holt Adopted 2002</p> <p>Practicing the Writing Process - Educational Design Adopted 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>Integrated Math 1 &amp; 2, Pearson Adopted 2019</p> <p>Algebra 1 &amp; 2, Geometry, Algebra Readiness - Houghton Mifflin Adopted 2008</p> <p>Mathematics 1 &amp; 2, Algebra Readiness - Holt Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Science	<p>Biology: An Everyday Experience - Glencoe McGraw Hill Adopted 2007</p> <p>Focus On Earth/Life/Physical Science - Glencoe McGraw Hill Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
History-Social Science	<p>History Alive! series - TCI Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Health	<b>Percent of students lacking their own assigned textbook:</b> 0
Visual and Performing Arts	<b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	<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)**

The Ark is located in a historic, 105-year-old building on the Branciforte Small Schools Campus. The Ark has one instructional classroom in the building with six Internet-connected computers and an LCD projector.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 09/03/2019**

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 16: BLACK METAL CABINET NEEDS TO BE ANCHORED DOWN RM 1: CEILING TILES MISSING RM 22: FAUCET VERY LOOSE, SINK DRAINS VERY SLOWLY
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Poor	RM 15: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 14: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 16: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 13: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 17: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 12: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 11: FIRE EXTINGUISHER NEEDS TO BE SIGNED MRP: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 7: FIRE EXTINGUISHER NEEDS TO BE SIGNED LIBRARY: FIRE EXTINGUISHER NEEDS TO BE SIGNED MAIN OFFICE: FIRE EXTINGUISHER NEEDS TO BE SIGNED ADMIN OFFICE: NO FIRE EXTINGUISHER RM 9: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 5: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 6: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 6A: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 1: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 2: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 3: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 26: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 23: FIRE EXTINGUISHER NEEDS TO BE SIGNED

		RM 22: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 21: FIRE EXTINGUISHER NEEDS TO BE SIGNED
<b>Structural:</b> Structural Damage, Roofs	Good	RM 14: STORAGE ROOM WINDOW WALL IS DAMAGED
<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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	100	50	60	64	50	50
Math	0	50	41	46	38	39

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 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

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

**School Year 2018-19 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	25	2	8.00	50.00
Male	--	--	--	--
Female	20	1	5.00	0.00
Hispanic or Latino	11	1	9.09	0.00
White	14	1	7.14	100.00
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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.

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 2018-19 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	25	2	8.00	50.00
Male	--	--	--	--
Female	20	1	5.00	0.00
Hispanic or Latino	11	1	9.09	0.00
White	14	1	7.14	100.00
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2019-20)**

The Ark requires parents to attend a beginning-of-the-year orientation and the student's weekly meeting with their teacher three times during the school year. This ensures that parents understand the program and are aware of their student's progress. The other primary avenue for parental involvement at the Ark is the School Site Council, which meets five times a year. The contact person for parent involvement is Assistant Principal Andrew Wright. To become more involved, please call (831) 429-3898, ext. 229 or visit the school office.

**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 create and approve 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.5	3.2	4.1
Expulsions Rate	0.3	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	290.0

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
Mathematics												
Social Science												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			17

The Ark's 2018-19 and 2019-20 professional development (PD) plan has three threads, each aligned to a schoolwide action plan goal. The 2018-19 PD focus areas were determined after an analysis of 2017-18 data related to writing assessments, Measure of Academic Progress (MAP)-Reading scores, math credit earning, and the annual academic barriers survey. The first PD focus area relates to furthering staff understanding of the underlying principles of trauma informed care and exploration of restorative justice practices. Our second PD thread focuses on augmenting math instruction through our three times a week math lab. Our final PD thread centers on literacy instruction focused on argumentative writing. Teachers will target English instruction based on Measures of Academic Progress (MAP) assessment data and norm student essays. analyze results, and adapt instruction related to argumentative writing.

For each of the past three years, the co-principal and one Ark teacher have attended the California Consortium on Independent Studies annual compliance conference. Staff reflection and review in weekly PD sessions supported teachers to implement this new instructional method. Since 2016-17, the Ark's professional development has focused on recommendations that were made after our WASC midterm review and the implementation of the Common Core Standards in math and language arts.

Over the past three years, our staff has met for 90 minutes three times per month to review student achievement data, revise curriculum, and set goals for improving student achievement. For the 2018-19 school year, teachers will be supported by regular teacher-principal meetings and the WASC self-study coordinator.



**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (ES)	\$137,997	\$129,221
Average Principal Salary (MS)	\$136,875	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	36%
Administrative Salaries	6%	5%

\* 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**

We update our School Plan for Student Achievement each year to ensure that our instruction is focused on student needs as shown by achievement data. For the 2017-18 fiscal year, we worked closely with our School Site Council and staff to allocate our LCFF supplemental funds to provide tutoring for identified students, to purchase supplementary instructional materials, to offer several field trips and real-world learning experiences, and to provide ongoing staff training.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Rate for Ark Independent Studies	2015-16	2016-17	2017-18
Dropout Rate	14.6	23.7	18.9
Graduation Rate	82.9	60.5	81.1

Rate for Santa Cruz City Schools	2015-16	2016-17	2017-18
Dropout Rate	4.2	5.9	10
Graduation Rate	92.5	89.1	89

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	4
% of pupils completing a CTE program and earning a high school diploma	n/a
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,999	\$1,239	\$9,760	\$96,649
District	N/A	N/A	\$6,663	\$85,451
State	N/A	N/A	\$7,506.64	\$82,663

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	37.7	12.3
School Site/ State	26.1	15.6

Note: Cells with N/A values 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.

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

\*Where there are student course enrollments of at least one student.

**Career Technical Education Programs**

All Ark students have access to Career Technical Education (CTE) classes at high schools throughout the county. During the 2017-18 school year, four Ark students participated in countywide CTE classes. Currently, seven students are enrolled in CTE classes.

**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.