



# Tulare Technical Preparatory High School

737 West Bardsley Ave. • Tulare, CA 93274 • (559) 687-7400 • Grades 9-12

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



### Tulare Joint Union High School District

426 North Blackstone  
Tulare, CA 93274  
(559) 688-2021  
[www.tjuhsd.org](http://www.tjuhsd.org)

#### District Governing Board

Laura Fonseca  
Cathy Mederos  
Frank Fernandes  
Craig Hamilton  
Kelley Nicholson

#### District Administration

Tony Rodriguez  
**Superintendent**  
Lucy Van Scyoc Ed. D  
**Assistant Superintendent  
Curriculum, Technology, and  
Assessment**  
Barbara Orisio  
**Assistant Superintendent Human  
Resources and Business**  
Tammy Aldaco  
**Assistant Superintendent Student  
Services and Special Programs**  
Vivian Hamilton  
**Business Manager**  
Donny Trimm  
**Director of Technology**  
Jason Edwards  
**Director of Special Education**  
Chris Stevens  
**Director of Facilities**

#### **Principal's Message**

Since 1994 Tech Prep High School has been dedicated to providing students with a viable alternative to the comprehensive campus by offering a smaller academic environment with lots of support and personalized attention. Teaching staff work diligently to embrace the elements of rigor, relevance, and relationships as a formula for successful teaching practices.

#### **Mission Statement**

The Mission of TPHS is to provide students at-risk of not graduating due to attendance, behavior, and/or credits an opportunity to make progress towards earning a high school diploma while receiving guidance counseling for daily challenges and life after high school in a safe and supportive school environment.

#### **School Profile**

TPHS is a Continuation High School in the Tulare Joint Union High School District that serves both voluntary and involuntary students in grades 9-12. TPHS offers students up to seven classes per day with flexible scheduling. Though more than 80% of the students enrolled at TPHS are involuntary, almost all who attend have in common either poor attendance, a history of disciplinary issues, and/or a credit deficiency. Student supports programs are driven by a need to help students remain or get on-track for graduation and to meet terms of expulsion, when applicable. Support programs include individual and group counseling for students in need of services related to academics, behavior, drug and alcohol, anger management and/or mental health. Services and programs are provided by the school site counselor/behavior specialist, school psychologist, Turning Point Youth Services, Tulare Youth Service Bureau, Tulare County Office of Education, School Resource Officer, Attendance Officer, Campus Life, and school administration. Recent student profile data shows the following:

- approximately 90% of the student body are identified as socioeconomically disadvantaged
- 3 out of every 4 students are male
- the student body is largely Hispanic with Whites and African Americans a distant second and third, respectively
- the special education population is normally less than 10% of the entire student body
- annual rates of attendance average 77% for the entire school year
- the graduation rate is approximately 50%
- the suspension rate has decreased from 61.6% in 2017 to 47.9% in 2018

## 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
Grade 9	1
Grade 10	7
Grade 11	10
Grade 12	22
<b>Total Enrollment</b>	<b>40</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.5
American Indian or Alaska Native	2.5
Asian	0.0
Filipino	0.0
Hispanic or Latino	77.5
Native Hawaiian or Pacific Islander	0.0
White	5.0
Socioeconomically Disadvantaged	97.5
English Learners	17.5
Students with Disabilities	10.0
Foster Youth	2.5

## 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			
Tulare Technical Preparatory High School	16-17	17-18	18-19
With Full Credential	6	3	3
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Tulare Joint Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Tulare Technical Preparatory	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* 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)**

The Tulare Joint Union High School District held a public hearing on August 21, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in January, 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: 12/13/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	English 1A, 2A, 3A, 4A Prentice Hall/Pearson Pearson Lit Reading Language Adopted 2010  Hampton Brown- EDGE Reading, Writing, and Language Adopted 2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	CPM Core Connections Algebra 1 Adopted 2014  Applied Mathematics The Goodheart-Willcox Company  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	Earth Science Holt, Rinehart, and Winston Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>History-Social Science</b>	Economics: Principles in Action Pearson Prentice Hall  History Alive: Pursuing American Ideals Teacher's Curriculum Institute - Adopted 2013  Government Alive: Power, Politics, and You Teacher's Curriculum Institute - Adopted 2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Health</b>	Essential Health 2015 Goodheart-Willcox Company  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

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

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

Situated on approximately two acres, Tulare Tech Prep High School was originally constructed in 1968. The campus is currently comprised of eight classrooms.

The chart displays the results of the most recent school facilities inspection. Specific findings of the most recent inspection are available in the main office upon request.

#### Cleaning Process

Tulare Tech Prep High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district.

Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial/maintenance staff to ensure a clean, safe, and functional learning environment.

#### Maintenance & Repair

A scheduled maintenance program is administered by Tulare Tech Prep High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Tulare Joint Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority while repair requests are completed efficiently and in the order in which they are received.

At the time of publication, 100% of the school's restrooms were in working order. The following chart displays the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 4, 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	
<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	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</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	7.0	--	52.0	54.0	48.0	50.0
Math	0.0	--	26.0	27.0	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 standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Foster Youth	--	--	--	--

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.

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
9	**	**	**

\* 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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	--	--	--	--
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 school encourages parent participation and involvement in their child's education as emphasized during new student enrollment. Parents who wish to sit-in on their child's class are expected to notify the principal in advance and arrangements will be made with the teacher or teachers. Also, parents with internet access can access student information such as grades and attendance via the Aeries parent portal. The administration at TPHS maintains an open door policy and is available to meet and discuss parent/student concerns at almost any time of the day. Parents are also welcome to join the school's school site council committee.

#### **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 safety of students and staff is a primary concern of TPHS administration. The addition of a full time School Resource Officer in 2013-14 has helped to reduce any fears or anxiety among students and staff. The school currently follows the ALICE model for responding to an intruder on campus and a metal detector is used on all students upon entry to campus to deter anyone from bringing a weapon onto school grounds. All guests to the campus must sign in at the office for approval to be on campus. Student supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among administration, school resource officer, security, and teaching staff. Numerous cameras are used for additional campus monitoring and security.

To safeguard the well-being of students and staff a comprehensive School Site Safety Plan has been developed with updates occurring every fall. Any revisions made to the plan are reviewed with the staff at schoolwide staff meetings and with students during announcements or student assemblies. Key elements of the Safety Plan focus on the following: disaster response procedures, child abuse reporting procedures, suspension and expulsion policy, sexual harassment policy, teacher notification of dangerous pupils procedures, and safe ingress and egress of pupils, parents, and school employees. Tech Prep High School is implementing a Positive Behavior Intervention and Support program which includes an incentive plan for positive behavior, attendance, and successful course completion.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held yearly.

**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	41.8	61.6	48.0
Expulsions Rate	0.6	3.5	4.1
District	2015-16	2016-17	2017-18
Suspensions Rate	5.0	7.0	7.7
Expulsions Rate	0.4	0.6	0.6
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	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	.10
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	40

\* 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 (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English	11.0	10.0	8.0	9	7	7						
Mathematics	14.0	13.0	14.0	5	4	4						
Science	13.0		12.0	5		3						
Social Science	14.0	18.0	18.0	5	2	2						

\* 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**

The district has contracted with the Tulare County Office of Education to provide training to ELA, Math, Science and Social Science teachers and administrators to fully understand the Common Core Standards. Professional development was provided to teachers to learn new instructional strategies that they could utilize to implement the common core. The professional development provided during the regular school year or during breaks included Kagan strategies, Project Based Learning, and Interactive notebooks. Currently, professional development opportunities continue for teachers in the use of technology, Next Generation Science Standards (NGSS), and Professional Learning Communities (PLCs).

The district will continue to provide professional development to improve student learning and implement Common Core Standards.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,057	\$50,747
Mid-Range Teacher Salary	\$74,123	\$86,127
Highest Teacher Salary	\$98,906	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$129,807	\$150,286
Superintendent Salary	\$169,400	\$238,058
Percent of District Budget		
Teacher Salaries	34.0	34.0
Administrative Salaries	6.0	5.0

\* 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

Based on 2009-10 audited financial statements, Tulare Joint Union High School District spent an average of \$9,473 to educate each student. The chart provides a comparison of Tulare Technical Preparatory High's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

In addition to general state funding, Tulare Joint Union High School District received state and federal categorical funding for the following support programs:

- Peer Assistance & Review
- 10th Grade Counseling
- Instructional Materials
- Wildlife Reserve Funds
- Home-to-School Transportation
- ROC/P
- Vocational & Applied Technology
- Special Education
- Gifted & Talented Pupils
- Economic Impact Aid
- Vocational Ed, Handicapped Students
- Title I
- Drug/Alcohol/Tobacco Funds
- Class Size Reduction
- Safe & Drug Free Schools & Communities

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Tulare Technical Preparatory High	2014-15	2015-16	2016-17
Dropout Rate	49.1	51.1	50.0
Graduation Rate	50.9	42.2	42.3
Tulare Joint Union High School District	2014-15	2015-16	2016-17
Dropout Rate	13.6	11.8	6.5
Graduation Rate	85.6	87.2	90.5
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	23742	1820	21922	80945
District	◆	◆	9724	\$80,568
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			77.1	0.5
Percent Difference: School Site/ State			101.9	-5.8

\* 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	100.0
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	52.4	93.1	88.7
Black or African American	25.0	91.8	82.2
American Indian or Alaska Native	0.0	91.7	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	75.0	93.5
Hispanic or Latino	61.5	92.9	86.5
Native Hawaiian/Pacific Islander	0.0	66.7	88.6
White	50.0	94.2	92.1
Two or More Races	0.0	66.7	91.2
Socioeconomically Disadvantaged	52.4	92.7	88.6
English Learners	40.0	50.3	56.7
Students with Disabilities	0.0	91.2	67.1
Foster Youth	0.0	90.0	74.1

### Career Technical Education Programs

Tech Prep High School does not offer a CTE Program onsite. Students interested in CTE coursework do have an opportunity to participate in Health Occupations and/or Certified Nursing Assistant classes at the comprehensive school site.

### 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.