Alisal Elementary School

1454 Santa Rita Rd. • Pleasanton, CA 94566-7498 • (925) 426-4200 • Grades K-5
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Pleasanton Unified School District
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Principal's Message

As principal at Alisal, I have the privilege of introducing you to an amazing place. Alisal is located in the heart of Pleasanton, just down the road from historic Main Street. Alisal was the first elementary school to open its doors in Pleasanton in October of 1956. Since then, we have established and maintained a strong tradition of excellence. The Alisal staff is highly trained and skilled in their profession, servicing approximately 650 students in transitional kindergarten through fifth grade, including a complete flow through program for our students with special needs. At Alisal, we pride ourselves in holding high expectations and standards for all students.

At Alisal school, we provide a challenging educational program for all students in a positive and supportive environment. Our strong standards-based curriculum, coupled with innovative and research-based instructional strategies, allow us to provide students with the knowledge and skills they need to be successful in the future. Staff members collaborate within and across grade levels to provide a differentiated educational program that meets the needs of all students. All grade levels have developed essential standards in both reading and math and work collaboratively to ensure that every student masters these standards through regular grade level meetings that focus on learning and growth for all.

Character education is also an integral part of our program. Using the components and philosophy of Positive Behavioral Interventions and Supports (PBIS), we work to connect character education to our curriculum and to school-wide activities. In addition, we have an amazing partnership with a local high school to which allows us to provide some of our students with one-on-one mentors. We encourage students to get involved with the community through service-learning opportunities provided through our leadership club. Finally, parent and community involvement play an integral role in the success of Alisal. Our Parent Teacher Association (PTA), School Site Council (SSC) and English Language Advisory Committee (ELAC) work together to support and enrich our school programs. At Alisal, we are proud that our families, children, staff, and community members work together to create a learning environment that gives all children an opportunity to succeed and develop a love of learning.

Mission Statement~At Alisal, our Mission is to inspire and embrace the whole child by ensuring high levels of learning and growth for all. It is this mission that guides our decision making and grounds us in our practice.

Vision~At Alisal, our vision is to build, nurture, and strengthen collaborative teams with a focus on learning for all. Alisal teams will seek evidence and information in a timely manner, using it to promote continuous growth.

As a Professional Learning Community, our work will be driven by the following four questions:
What do we want all students to know and be able to do?
How will we know if each student has learned it?
What will we do if they don't learn it?
What will we do if they have learned it?

School Profile

Alisal Elementary School is located in the eastern region of Pleasanton and serves students in transitional kindergarten through fifth grade following a traditional calendar.

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	108
Grade 1	80
Grade 2	103
Grade 3	105
Grade 4	127
Grade 5	99
Total Enrollment	622

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	35.9
Filipino	3.2
Hispanic or Latino	10.9
Native Hawaiian or Pacific Islander	0.0
White	42.3
Socioeconomically Disadvantaged	8.7
English Learners	17.5
Students with Disabilities	12.1
Foster Youth	0.2

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			
Alisal Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	30	25	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Pleasanton Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	600
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Alisal Elementary School	**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)

All textbooks used in the core curriculum at Alisal Elementary School are currently being aligned to the Common Core State Standards.Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education.The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 25, 2018, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2018-19.004 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Advance/2017, Benchmark Advance Intervention/2017,Benchmark Advance ELD, Lucy Calkins-Units of Study for Teaching Reading/2017, Lucy Calkins- Units of Study for Teaching Writing/2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Eureka Math, 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Scott Foresman, Addison Wesley History-Social Science, Scott Foresman, California Social Studies 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Spotlight on Music Song Anthology, McGraw Hill 2017 **The textbooks listed are from most recent adoption:** Yes
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities & Maintenance
The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Alisal Elementary School's original facilities were built in 1956; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Projects completed in the last 12 months:

Installation of concrete at front of school. Every morning before school begins, the administrator and custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and 1.5 evening custodian are assigned to Alisal Elementary School. The day custodian is responsible for:
- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsiblefor:
- Classroom cleaning
- Cleaning desktops and whiteboards
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Deferred Maintenance
Alisal Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2016-17 school year, Alisal Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection.
The district's maintenance department inspects Alisal Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Alisal Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on May 5, 2017. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2017-2018, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/7/2017		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	F Building Restrooms & Storage: G Building Library & Classrooms:
Interior: Interior Surfaces	Good	Playgrounds:
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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

Subject	2017-18 CAASPP Results for All Students					
	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	70.0	73.0	80.0	81.0	48.0	50.0
Math	67.0	71.0	76.0	77.0	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.

Subject	CAASPP Test Results in Science for All Students					
	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	12.9	27.7	54.5

* 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 - 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	344	335	97.38	73.13
Male	175	169	96.57	68.64
Female	169	166	98.22	77.71
Black or African American	--	--	--	--
Asian	119	114	95.80	77.19
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.00	50.00
White	149	147	98.66	77.55
Two or More Races	27	25	92.59	72.00
Socioeconomically Disadvantaged	37	37	100.00	37.84
English Learners	94	92	97.87	59.78
Students with Disabilities	40	37	92.50	29.73

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 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	345	338	97.97	71.01
Male	175	171	97.71	74.27
Female	170	167	98.24	67.66
Black or African American	--	--	--	--
Asian	119	117	98.32	88.89
Filipino	--	--	--	--
Hispanic or Latino	40	40	100	42.5
White	150	147	98	63.95
Two or More Races	27	25	92.59	88
Socioeconomically Disadvantaged	37	37	100	37.84
English Learners	94	94	100	73.4
Students with Disabilities	41	37	90.24	18.92

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)
Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through flyers, the school website, teacher newsletters, eConnection, Principal's Coffee, and the "Around Alisal" newsletter. Contact the office at 426-4200, or your child's teacher, for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:
Chaperone Field Trips
Classroom Helper

PTA Sponsored Activities~
Art in Action, Fun Run, Etc.

Committees:
English Learner Advisory Council (ELAC)
Parent Teacher Association (PTA)
PBIS Committee

School Site Council (SSC)
School Welcome Committee
Site Tech Committee

School Activities:
Family Carnival
Coffee with the Principal
Monthly Flag Salute
Back to School Night
Open House
Art Show

Book Fair and Social Nights
Different is Awesome Week
Family Science Nights
Movie Nights
Restaurant Nights

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 Comprehensive School Site Safety Plan was developed for Alisal Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff and updated in Fall of 2018. Staff responsibilities and safety plan updates were discussed with staff as well.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.4	1.3	0.3
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.5	2.5	2.7
Expulsions Rate	0.0	0.0	0.1
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	0.5
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.4
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

*   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	20	20	22	1	2	1	4	3	4			
1	24	25	25				3	3	3			
2	24	18	21		3	1	5	2	4			
3	25	21	22		1	1	3	5	4			
4	33	27	30				1	3	4	2		
5	25	27	26	2	1	1	3	1	2	1	2	1
Other	13			1								

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

Professional Development provided for Teachers

All training and curriculum development activities at Alisal Elementary School revolve around the best practices in instruction at all Tiers. Tier I focus is on initial best practices to support all learners. Tiers II and III training focus is on additional instructional techniques and programs to meet the targeted needs of our student population as dictated by grade level common assessments on essential standards and district literacy assessments.

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Alisal Elementary School supports ongoing professional growth throughout the year. Teachers meet in grade level teams to conduct data analysis to identify areas of need. In addition, teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. At the site level, professional development is provided during Wednesday morning meetings, offered as after school SDR options and supported through coaching and modeling in the classrooms. Both our principal and our site intervention specialist team with teachers and grade levels to offer and support continual growth for teachers. Additionally, attendance at conferences that offer PD in areas of focus for the site or the grade level is encouraged. Learning that takes place at these conferences is then shared with all staff or grade level peers as appropriate. Finally, instructional aides are provided targeted training focused on teaching strategies, behavior strategies and curriculum content and receive job-related training from department supervisors and district representatives.

During the 2018/2019 school year, Alisal Staff Development will focus on:
- RtI and the Implementation of Universal Access Time
- Meeting the needs of our at and above grade level students
- Writing SMART Goals and using them to drive instruction
- Gathering, analyzing and responding to data
- Minds on Mathematics Workshops
- integrating Technology and Problem Solving into Classroom
- English Language Development~both integrated and designated supports
- Planning and designing lessons to meet the needs of all students

During the 2017/18 school year, Alisal Elementary School held staff development devoted to:
- Data Analysis as it connects to student achievement
- Instructional Strategies in Balanced Literacy
- Common Core State Standards
- Technology
- Project Lead the Way
- RtI
- PBIS
- Guided Reading Instructional Techniques

During the 2016-17 school year, Alisal Elementary School held staff development devoted to:
- RtI
- PBIS
- BAS Assessment Training
- Project Lead The Way
- Math Differentiation and Engagement Strategies
- Conferences
- Best Practices in Literacy Instruction
- Reader's and Writer's Workshop

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$59,505	$49,512
Mid-Range Teacher Salary	$86,352	$77,880
Highest Teacher Salary	$105,865	$96,387
Average Principal Salary (ES)	$129,684	$123,139
Average Principal Salary (MS)	$139,826	$129,919
Average Principal Salary (HS)	$147,398	$140,111
Superintendent Salary	$267,950	$238,324
Percent of District Budget		
Teacher Salaries	46.0	36.0
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/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6818	235	6582	105,120
District	◆	◆	$5,851	$89,558
State	◆	◆	$7,125	$79,665
Percent Difference: School Site/District			11.8	15.3
Percent Difference: School Site/ State			0.1	29.8

*   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.

Types of Services Funded

FY17-18

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2017-2018 school year, the district received categorical, special education, and support programs funds for:

- Adult Education
- College Readiness
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Positive Behavioral Intervention
- Special Education
- State Lottery: Instructional Materials
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs

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.