

El Sausal Middle School

Grades 7-8
CDS Code 27-66159-6058762

Francisco Huerta
Principal
francisco.huerta@salinasuhsd.org

1155 East Alisal Street
Salinas, CA 93905
(831) 796-7200

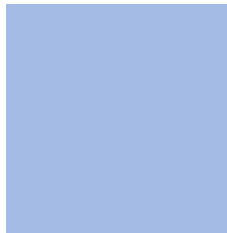
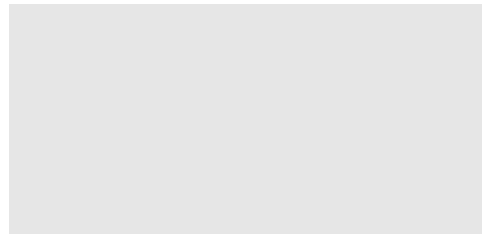
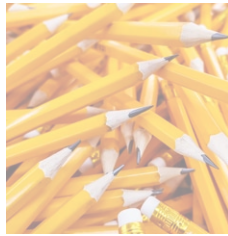
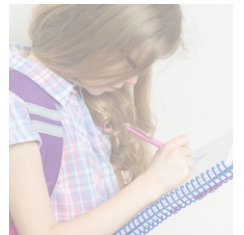
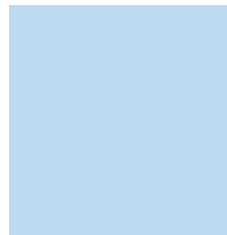
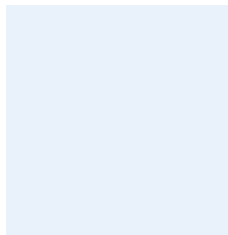
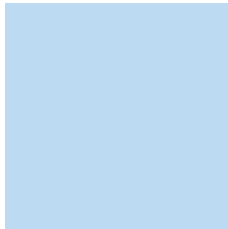
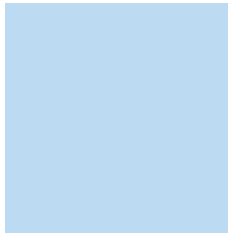
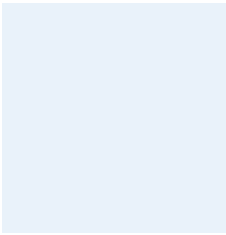
<http://esms.salinasuhsd.org/pages/ElSausalMiddle>

Para español, visita www.salinasuhsd.org



Salinas Union High School District

431 West Alisal Street Salinas, CA 93901 ▪ www.salinasuhsd.org
Dan Burns, Superintendent ▪ superintendent@salinasuhsd.org ▪ (831) 796-7000





Principal's Message

We are proud to present our School Accountability Report Card (SARC) for the 2018-19 school year. We publish this report every year to share important facts about our school with the public we serve. It is our goal to present a clear and honest picture of our school's academic achievements, as well as the challenges we face and our goals for improvement.

In this report, we provide important information about our teachers, students, test scores, resources and educational programs. Many qualities contribute to making a public school successful, and no single report can fully describe them all. The qualities that matter most to parents and students (the school's "vital signs") will differ from parent to parent and student to student. We have done our best to present a wide range of facts, and when possible we display these data alongside data for other schools in the district and state. We believe that this provides the most insight.

Test results make up a large portion of this report. We present summaries of our schoolwide results on the Smarter Balanced Assessment Consortium. In addition, we report how well different groups of students have performed on these tests.

To provide insight into our school's learning environment, we share facts about our student population, the education and experience level of our teachers, and the adequacy of our facilities. At the end of the report, we shed some light on our school expenditures, including how much we spend per student compared with other schools and districts like ours in the county and state.

Open communication between our school and our public is something we highly value, and we take this responsibility seriously. We hope this report will generate a dialogue between members of our community and school leadership. We invite you to join us in our continuing efforts to improve. To get involved at our school, please contact our administrative office.

Francisco Huerta

Principal

School Mission Statement

El Sausal Middle School (ESMS) will educate all students in a safe, healthy and high-performing school environment using the California content standards. We strive to:

Inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life paths, engage families and community members as partners in the learning process, and support students in their success by using a variety of research-validated teaching and learning strategies.

School Vision Statement

El Sausal Middle School is a place of opportunity for all students to reach their highest potential as students and responsible members of our diverse community. Students, parents, faculty and staff are vital participants in the learning process. ESMS has a safe, nurturing and respectful environment where teachers have the right to teach, students have the right to learn and parents have the responsibility to participate. Students, parents and staff will work together to ensure all students are successful.

Parental Involvement

Parents are a crucial part of our school, and we encourage their presence on campus at all times. Parents participate in our School Site Council (SSC), which is a group of parents and staff members who make decisions about how to improve student achievement and support school activities, and in our English Language Advisory Committee (ELAC). Instead of a traditional Parent Teacher Association (PTA), we hold a group meeting for parents on Fridays. This group assists with dances and other school events and solicits donations of materials or equipment that our school needs.

We also have a Parent Center to help parents become better acquainted with our school. Our parents are always willing to support and help our school, and we are very proud of our parent participation. Furthermore, our community liaison works with our parents and organizes different parent workshops.

For information about becoming more involved, please speak to any teacher, administrator or staff member, or contact Stephanie Bernal, our community liaison, at (831) 796-7200, extension 8007.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Mission Statement

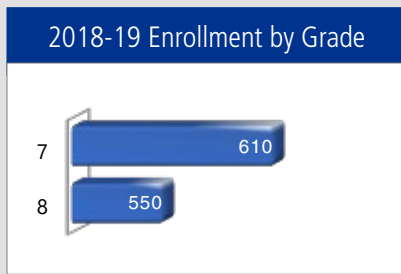
The Salinas Union High School District develops educated learners to the highest standards, preparing them to achieve their life's aspirations and to be productive citizens in a global society.

"El Sausal Middle School is a place of opportunity for all students to reach their highest potential as students and responsible members of our diverse community."



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



Suspensions and Expulsions

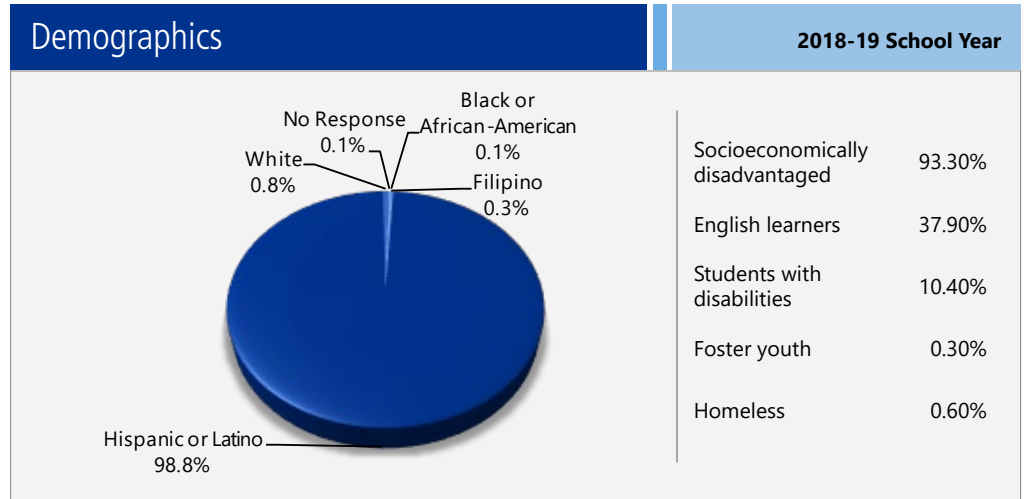
This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
El Sausal MS			
	16-17	17-18	18-19
Suspension rates	17.6%	10.3%	13.6%
Expulsion rates	0.3%	0.1%	0.1%
Salinas Union HSD			
	16-17	17-18	18-19
Suspension rates	8.8%	9.9%	9.8%
Expulsion rates	0.3%	0.3%	0.2%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



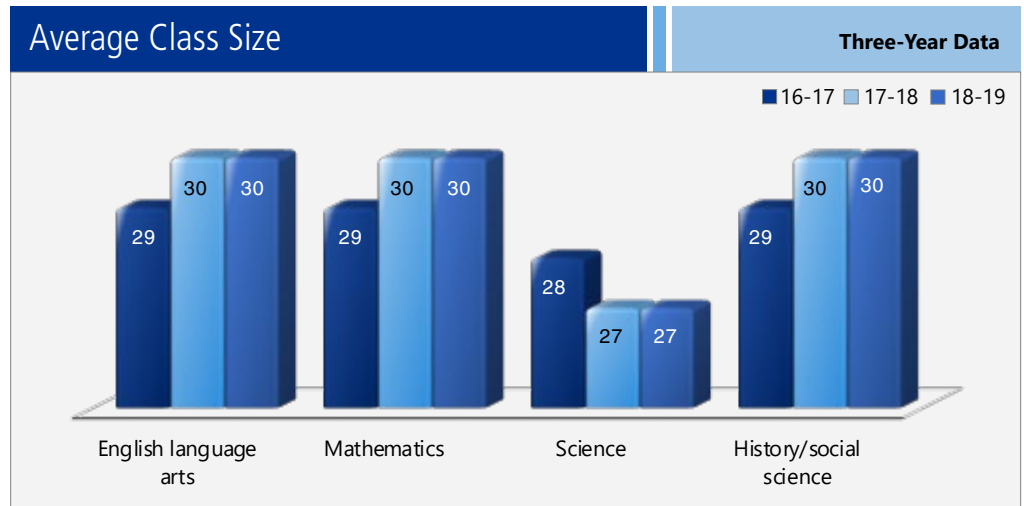
Enrollment by Student Group

The total enrollment at the school was 1,160 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Number of Classrooms by Size

Subject	Three-Year Data								
	2016-17			2017-18			2018-19		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		8			37		90	16	
Mathematics		8			37		5	37	
Science		9		2	39		4	40	
History/social science		8		2	36		4	34	



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	El Sausal MS		Salinas Union HSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	◇	◇	◇	◇	◇	◇

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	El Sausal MS		Salinas Union HSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	35%	34%	39%	39%	50%	51%
Mathematics	22%	26%	21%	23%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		El Sausal MS
		Grade 7
Four of six standards		14.5%
Five of six standards		28.5%
Six of six standards		29.9%

◇ Not applicable.

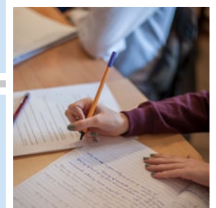
California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 7 and 8.

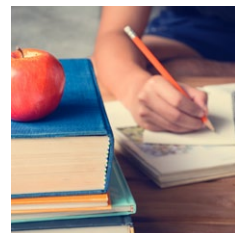
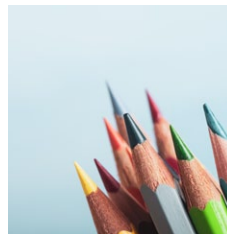
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 7 and 8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	1,144	1,122	98.08%	1.92%	33.69%
Male	616	601	97.56%	2.44%	25.46%
Female	528	521	98.67%	1.33%	43.19%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	1,128	1,107	98.14%	1.86%	33.42%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	1,065	1,051	98.69%	1.31%	32.54%
English learners	833	814	97.72%	2.28%	21.01%
Students with disabilities	120	118	98.33%	1.67%	6.78%
Students receiving Migrant Education services	42	39	92.86%	7.14%	28.21%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

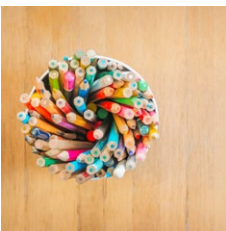
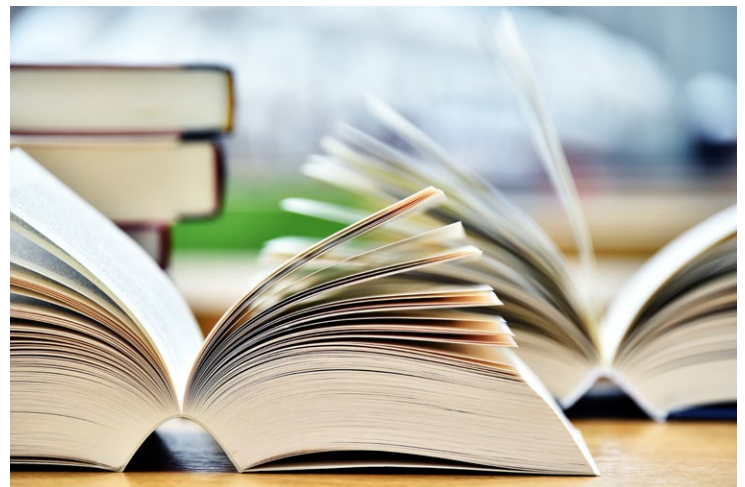




CAASPP Results by Student Group: Mathematics (grades 7 and 8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	1,144	1,137	99.39%	0.61%	26.47%
Male	616	611	99.19%	0.81%	24.39%
Female	528	526	99.62%	0.38%	28.90%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	1,128	1,121	99.38%	0.62%	26.23%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	1,065	1,059	99.44%	0.56%	25.87%
English learners	833	827	99.28%	0.72%	15.84%
Students with disabilities	120	119	99.17%	0.83%	1.68%
Students receiving Migrant Education services	42	41	97.62%	2.33%	17.07%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/10/2019

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams case legislation of 2004, which requires schools to provide textbooks and instructional materials to all students. This online report shows whether we had a textbook for each student in each core course during the 2019-20 school year and whether those textbooks covered the California content standards.

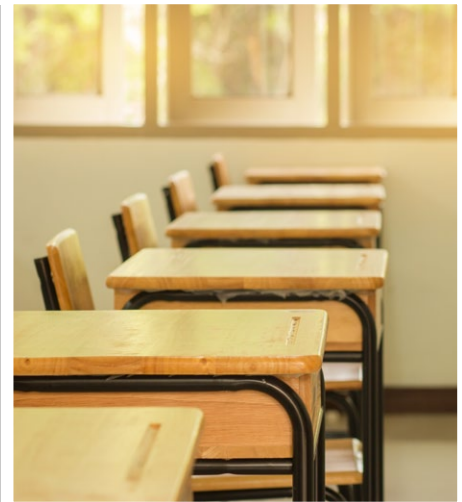
Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Language arts	California Grade 7 & 8, The College Board	2017
ELD: Academic Language Development	English 3D, Volume 1 & 2, Houghton Mifflin Harcourt	2017
Designated ELD: English Language Development 1	<i>Inside: Fundamentals</i> , Volume 1; <i>Inside the U.S.A.</i> , National Geographic	2017
Designated ELD: English Language Development 2	<i>Inside: Fundamentals</i> , Volume 2, National Geographic	2017
Designated ELD: English Language Development 3	<i>Inside: Level A</i> , National Geographic	2017
Language arts	<i>Inside Language Series</i> , National Geographic	2009
Language arts	<i>Bridges to Literature</i> , Levels 1 and 3	2004
Mathematics: Math Support	Utah MS Math Project	2019
Mathematics: Math Support	Utah MS Math Project	2019
Mathematics	<i>Core Connections</i> , Course 7 & 8; CPM Educational Program	2013
Mathematics	<i>Core Connections</i> , Course 2 & 3; Spanish Edition	2014
SPED Foundations	<i>Basic Math Skills</i> , AGS	2001
SPED Foundations	<i>Pre-Algebra</i> , AGS	2001
Science 7	<i>Life Science</i> , California Edition; Holt	2007
Science 7 SP	<i>Ciencias Biológicas</i> , Holt	2001
Science 7 SPED	<i>General Science</i> , AGS	2001
Science 8	<i>Physical Science</i> , California Edition; Holt	2007
Science 8 SPED	<i>Physical Science</i> , AGS	2001
Science 7 & 8	Project Lead the Way Energy & the Environment	2017
Social Studies 7	<i>The Medieval World and Beyond</i> , TCI	2019
Social Studies 8	<i>History Alive! The United States through Industrialism</i> , TCI	2019
Social Science 7 Spanish	<i>The Medieval World and Beyond</i> , Spanish, TCI	2019
Social Science 7 SPED	<i>World Geography and You</i> , Steck-Vaughn	2001
Social Science 8 Spanish	<i>History Alive! The United States through Industrialism</i> , Spanish, TCI	2019
Social Science 8 SPED	<i>America's Story</i> , Book 1; Steck-Vaughn	2000
Social Science 8 SPED	<i>America's Story</i> , Book 2; Steck-Vaughn	2000



School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	8/27/2019	
Date of the most recent completion of the inspection form	8/27/2019	



School Facilities

Our main building was constructed in 1949 and has since been renovated and modernized. All school buildings include working heating systems. Although a few portable units take up space that was once designated for basketball courts, we have added additional space for basketball courts and track and field activities, so the presence of portables does not take away space from students. We recently remodeled our classrooms, restrooms and roof, and currently all floors have been renovated. We thoroughly inspect buildings at the beginning of each school year. The district is quick to ensure that the building is safe and in good working condition.

Professional Development

This year, our staff development focused on the schoolwide initiatives of literacy and prevention. We continue to expand our understanding of the academic needs of our English learners and meet grade-level standards. The staff met in course-specific collaborative groups to analyze student progress and design plans to modify instruction. We provided training for teachers in the Gradual Release of Responsibility model of instruction. Weekly, during late-start days, teachers shared best practices and work to develop a common language to maximize student and adult learning. The principal attends all staff training and gives feedback and support for the implementation.

Selected staff attended training sessions in classroom management, maintaining an effective AVID (Advancement Via Individual Determination) program and establishing accountability systems for English learners. We focused on improving our collaboration model and using assessment to guide teachers in enhancing student learning.

Evaluating and Improving Teachers

We evaluate new or probationary teachers every year and tenured teachers every five years using the district-wide evaluation system, which is based on the California Standards for the Teaching Profession. As part of the process, teachers annually select two of six standards as their primary areas of focus. Our department chairs and administrators play a big role in connecting teachers to one another and in ensuring that new teachers receive high levels of support.

Substitute Teachers

The district provides a pool of qualified substitutes. On days when teachers attend districtwide training, there may be a shortage of substitutes. In that case, teachers are asked to take other teachers’ classes during their preparation periods. To ensure that substitutes can follow established class programs, regular classroom teachers leave lesson plans.

Professional Development Days	Three-Year Data		
	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	4	4	5

Types of Services Funded

- Title 1, Part A: Supplemental and Enrichment Education Services, Support for Youth in Transition Students, College Prep Activities
- Title I, Part C: Migrant program, Out of School Youth Program, Student Health Screenings
- Local Control Funding Formula (LCFF): Link Crew (high school), WEB (middle school), AVID (Advancement Via Individual Determination), Read 180, Rosetta Stone, Summer Bridge, Extended Learning
- After School Education and Safety (ASES) Program (middle school)



Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	1:383
Support Staff	
	FTE
Counselor (academic, social/behavioral or career development)	4.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.40
Social worker	1.00
Nurse	0.25
Speech/language/hearing specialist	0.40
Resource specialist (nonteaching)	0.00

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Salinas Union HSD	El Sausal MS		
Teachers	19-20	17-18	18-19	19-20
With a full credential	68.	40	45	45
Without a full credential	42	9	7	7
Teaching outside subject area of competence (with full credential)	12	2	1	1

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	El Sausal MS		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	1	1



"El Sausal Middle School will educate all students in a safe, healthy and high-performing school environment using the California content standards."

School Safety

One administrator oversees four campus supervisors and one full-time campus security officer on our staff. Their primary focus is to keep our campus safe. We have a part-time probation officer supporting all students. In addition, a school resource officer is available as needed.

At El Sausal, we maintain an updated comprehensive School Safety Plan. We hold regular evacuation, fire and lockdown drills. We make sure to inform staff, parents and community members about our School Safety Plan during meetings, as well as ask them for input. In addition, we maintain a closed campus in order to keep all students safe. However, parents and visitors are always welcome and must report to the main office for a visitor's pass. We encourage all our parents to visit our school on a regular basis.

The School Safety Plan covers various safety procedures, including the visitor policy, emergency materials and evacuation procedures. The School Safety Plan was last reviewed, updated and discussed with the school faculty in February 2020.



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2017-18 Fiscal Year	
	Salinas Union HSD	Similar Sized District
Beginning teacher salary	\$46,325	\$52,466
Midrange teacher salary	\$80,141	\$87,373
Highest teacher salary	\$108,733	\$109,803
Average middle school principal salary	\$133,335	\$142,025
Average high school principal salary	\$135,914	\$153,904
Superintendent salary	\$219,902	\$241,221
Teacher salaries: percentage of budget	35%	33%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

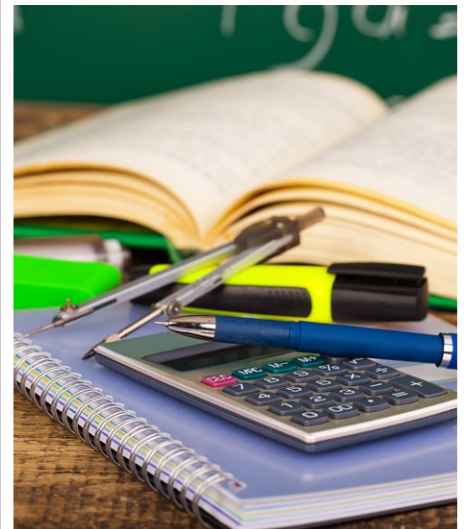
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
El Sausal MS	\$7,537	\$64,770
Salinas Union HSD	\$9,284	\$77,533
California	\$7,507	\$88,538
School and district: percentage difference	-18.8%	-16.5%
School and California: percentage difference	+0.4%	-26.8%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$9,080
Expenditures per pupil from restricted sources	\$1,544
Expenditures per pupil from unrestricted sources	\$7,537
Annual average teacher salary	\$64,770



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of December 2019.