



Lincoln High School

790 J Street • Lincoln, CA 95648 • 916 645-6360 • Grades 9-12

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Western Placer Unified School District

600 6th Street, Suite 400
Lincoln, CA 95648
916 645-6360
www.wpusd.k12.ca.us

District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman

Superintendent

Kerry Callahan

Assistant Superintendent,

Educational Services

Audrey Kilpatrick

**Assistant Superintendent, Business
Services**

Gabe Simon

**Assistant Superintendent, Human
Resources**

School Description

Student Learner Outcomes

Safe, Respectful, Responsible learners who participate in the school and local community both positively and ethically while finding safe and constructive opportunities to influence its direction
True Communicators, who are able to verbally communicate ideas and information effectively for a variety of purposes and audiences

Reflective Listeners, who are able to listen effectively and critically with literal and analytical comprehension in a variety of situations

Informed Readers, who are able to read actively and critically from a variety of materials and genres with literal and analytical comprehension for a variety of purposes

Proactive Planners, who set realistic and challenging goals in an education plan to meet the demands of university, career technical education, military, or workforce career pathways

Effective Writers, who communicate ideas and information coherently in writing, using the conventions of standard English, for a variety of purposes and audiences

Self-directed students, who are able to apply STRIPES principles in gathering materials and knowledge from a variety of sources and utilize them to solve problems creatively and effectively

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 916 645-6360 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	481
Grade 10	463
Grade 11	368
Grade 12	331
Total Enrollment	1,643

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	1.3
Asian	3.3
Filipino	2.7
Hispanic or Latino	30.2
Native Hawaiian or Pacific Islander	0.3
White	57.3
Two or More Races	3.3
Socioeconomically Disadvantaged	35.3
English Learners	7.6
Students with Disabilities	11
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Lincoln High School	13-14	14-15	15-16
With Full Credential	60	62	67
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	2	2	2
Western Placer Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	303
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln High School	13-14	14-15	15-16
Teachers of English Learners	1	1	1
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.2	1.8
Districtwide		
All Schools	32.3	67.7
High-Poverty Schools	25.8	74.2
Low-Poverty Schools	97.9	2.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McDougal Littell Language of Literature, 2002; Hampton Brown EDGE (Intervention/ELD), 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra II, & PreCalculus by Glencoe. Calculus by Houghton Mifflin. Practical Mathematics by Holt. Adopted in 2007 Common Core Integrated Math 1, 2 & 3 Carnegie Learning Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Biology & Earth Science California Edition & Ag Science 2B by Prentice Hall. Chemistry & Conceptual Integrated Science by Pearson. Physics: Principles & Problems by Glencoe. BCSC Biology: An Ecological Approach by Kendall-Hunt. The Science of Agriculture by Herran-Del Mar Publishers. Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	The Americans by McDougal Littell, 2009; World Geography by Follett; Modern Times, Economics, United States Government, U.S. History, World History by Glencoe; The American Pageant by Houghton Mifflin. Comparative Politics by Pearson; Psychology by Holt/Rinehart. Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Avancemos adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Lifetime Health by Holt. Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Theatre in Action by Glencoe adopted in 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Microscopes, Centrifuges, Anatomical Models, Eyeglass UV sanitation Cabinet/Storage, Scales/Balances, Bunsen Burners, Incubators, and PASCO Spark Lab Stimulators The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus and grounds are in fair to good repair. Roof replacement on various classroom wings and Auto Shop completed summer 2015. Lighting in gymnasium is inadequate. Campus is in need of electrical upgrade throughout. Track and turf requires repair/maintenance in areas. Electrical and athletic needs planned with Measure A Bond project funds. Several trees were removed as root systems are lifting walkways. HVAC system ventilation in Music Room repaired and properly working. Full-time grounds person added to high school site in 2015. Two classroom portables and B/G/S restroom added in summer 2015 for student growth. Measure A Bond funds project planned in Summer 2016 to address modernization/ new classrooms, student growth, technology needs and school external environment.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces			X	Damage to vinyl wall surface, ceiling & floor tiles, carpet seams separating, broken face plate on phone jack, missing molding around electrical panel, water damage along wall, missing pencil sharpener covers, & stages background curtains torn are all issues throughout the campus.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Sink needs cleaning in one classroom.
Electrical: Electrical		X		various light fixtures out in some classrooms, cords on floor pose a tripping hazard, improper wiring in one classroom, some electrical floor plugs do not work in one classroom, exhaust fan in JV area of Locker Room is not working, exterior lights throughout campus need replacing (replaced and currently working after date of inspection) and broken irrigation box lid in wing by rooms 5-7.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Missing partition on urinals in boys restroom, handle on drinking fountain not working in Library, and broken cove base tile in theater restroom. Flooring replaced in portable Girls/Boys restrooms
Safety: Fire Safety, Hazardous Materials	X			Fire extinguisher blocked, improperly hung, or no extinguisher present in several classrooms. Cleaning products stored in one classroom, and plug-in freshener in two classrooms.
Structural: Structural Damage, Roofs	X			Stained ceiling tile in Main Office and four classrooms, rusted rain gutter on Art Room, and wall crack from floor to ceiling in Gymnasium. Roof replacement on various classroom wings and Auto Shop completed summer 2015
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Insulation falling off of classroom, broken glass block on Old Gymnasium, broken window in door to workshop entrance, exterior Locker Room doors needs repair and paint, railing to long jump pit not attached, and gate to Stadium entrance is hard to open. Several trees were removed as root systems are lifting walkways.
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	54	50	44
Math	30	40	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	59	59	61	67	68	67	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.50	27.00	45.50

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	67
All Student at the School	61
Male	63
Female	60
Black or African American	72
American Indian or Alaska Native	--
Asian	64
Filipino	92
Hispanic or Latino	42
White	69
Two or More Races	81
Socioeconomically Disadvantaged	17
English Learners	12
Students with Disabilities	42
Foster Youth	--

* Scores are not shown 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	352	336	95.5	17	29	36	18
Male	11		158	44.9	25	30	30	15
Female	11		178	50.6	10	28	42	20
Black or African American	11		1	0.3	--	--	--	--
American Indian or Alaska Native	11		4	1.1	--	--	--	--
Asian	11		12	3.4	17	17	42	25
Filipino	11		8	2.3	--	--	--	--
Hispanic or Latino	11		107	30.4	21	38	31	9
White	11		194	55.1	14	25	39	22
Two or More Races	11		10	2.8	--	--	--	--
Socioeconomically Disadvantaged	11		128	36.4	27	39	27	6

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	11		29	8.2	55	45	0	0
Students with Disabilities	11		17	4.8	71	24	6	0
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	352	338	96.0	41	29	25	4
Male	11		159	45.2	41	30	25	4
Female	11		179	50.9	41	28	26	4
Black or African American	11		1	0.3	--	--	--	--
American Indian or Alaska Native	11		4	1.1	--	--	--	--
Asian	11		12	3.4	42	33	25	0
Filipino	11		8	2.3	--	--	--	--
Hispanic or Latino	11		108	30.7	56	22	19	2
White	11		195	55.4	33	33	29	5
Two or More Races	11		10	2.8	--	--	--	--
Socioeconomically Disadvantaged	11		129	36.6	60	22	16	2
English Learners	11		31	8.8	90	0	6	0
Students with Disabilities	11		17	4.8	100	0	0	0
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Lincoln High School encourages all parents to be actively involved in their student's education. Several ways to be involved include the Site-Based Leadership Team, Booster Club, Farm Foundation, tutoring, and volunteering.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Lincoln High School's comprehensive safety plan was revised and updated in December 2015. The school safety plan is comprised of district protocols, policies and procedures for emergencies. The safety plan is reviewed and utilized by the staff regularly to assure that LHS is safe and secure.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	8.16	9.87	7.95
Expulsions Rate	0.50	0.42	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.45	3.65	3.19
Expulsions Rate	0.13	0.08	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		66.7

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	24	30	28	14	12	18	19	16	15	12	30	30
Math	26	27	31	11	13	9	23	18	7	8	25	22
Science	26	29	30	6	6	7	23	17	8		20	25
SS	31	36	32	3	2	6	8	4	8	21	36	29

* 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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	.17
Speech/Language/Hearing Specialist	.8
Resource Specialist	0
Other	N/A

Average Number of Students per Staff Member

Academic Counselor	450
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* 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.

Professional Development provided for Teachers

The WPUSD sponsors many opportunities for staff development credit, both during the school day and after hours for Staff Development Buyback and/or local units of credit. Recently, LHS Staff has been involved in training in AVID, CCSS, EL/ELD, CTE Pathways, PBIS, YDI, Restorative Justice, and so forth.

FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,581	\$42,315
Mid-Range Teacher Salary	\$64,797	\$66,451
Highest Teacher Salary	\$85,208	\$85,603
Average Principal Salary (ES)	\$94,098	\$105,079
Average Principal Salary (MS)	\$97,343	\$111,005
Average Principal Salary (HS)	\$108,366	\$121,310
Superintendent Salary	\$156,004	\$189,899
Percent of District Budget		
Teacher Salaries	42%	39%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

LCFF funds are used to support such programs as AVID, the writing lab, and students that are having difficulty with their studies. The support comes in the form of tutors, aides, and materials that may be necessary. The Agricultural program at Lincoln High School is partially funded by the California Agricultural Incentive Grant. These funds are obtained by allocation based on a list of quality and performance criteria. Funds are used to aid continuing development and maintenance of the Agriculture program, including but not limited to: curriculum, materials, equipment, trips, FFA record books, transportation, student registration, and travel expenses. Grant funds are matched by the district in a variety of ways, including bussing, and maintenance projects.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7826	1799	6027	72674
District	◆	◆	\$5,672	\$68,795
State	◆	◆	\$5,348	\$69,257
Percent Difference: School Site/District			6.3	5.6
Percent Difference: School Site/ State			12.7	4.9

* Cells with ◆ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	39	29	32	49	36	15
All Students at the School	33	30	37	37	45	18
Male	41	31	28	36	44	20
Female	23	30	48	38	45	17
Black or African American	27	27	45	27	64	9
Filipino		14	86	14	29	57
Hispanic or Latino	53	25	22	54	33	13
White	24	33	43	32	50	18

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
Two or More Races	43	29	29	18	59	24
Socioeconomically Disadvantaged	52	29	19	56	34	10
English Learners	91	9		81	19	
Students with Disabilities	90	10		92	5	3

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Lincoln High School	2012-13	2013-14	2014-15
English-Language Arts	66	63	67
Mathematics	69	67	63
Western Placer Unified School District	2012-13	2013-14	2014-15
English-Language Arts	58	34	61
Mathematics	57	33	51
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

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

Lincoln High School	2011-12	2012-13	2013-14
Dropout Rate	4.20	5.00	5.00
Graduation Rate	94.36	93.86	92.98
Western Placer Unified School District	2011-12	2012-13	2013-14
Dropout Rate	6.20	7.50	7.70
Graduation Rate	90.05	87.67	87.27
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	527
% of pupils completing a CTE program and earning a high school diploma	9%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	88%

Completion of High School Graduation Requirements

Group	Graduating Class of 2014		
	School	District	State
All Students	91.95	81.37	84.6
Black or African American	87.5	62.5	76
American Indian or Alaska Native	100	92.86	78.07
Asian	100	100	92.62
Filipino	84.62	85.71	96.49
Hispanic or Latino	90.32	75.25	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	92.31	84.17	89.93
Two or More Races	100	90.91	82.8
Socioeconomically Disadvantaged	65.63	64.89	61.28
English Learners	75	67.44	50.76
Students with Disabilities	93.85	97.67	81.36
Foster Youth	--	--	--

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.08
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	50.63

2014-15 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	1	◆
Fine and Performing Arts		◆
Foreign Language	1	◆
Mathematics	2	◆
Science	4	◆
Social Science	7	◆
All courses	15	.4

* Where there are student course enrollments.

Career Technical Education Programs

CTE has a long history at Lincoln High School. We have a comprehensive Agricultural program, Project Lead the Way (Biomedical Science & Engineering), Information and Communications Technology, Arts Medica Communications, Wood Technologies, and Power Mechanics Departments. CTE courses begin with exploratory classes in middle school. Upon entering high school, students are able to enroll directly to the various pathways, or shop classes. From shop classes or introduction to classes such as AG Science, students may choose their desired career path and continue their education through another 280 sequential hours of instruction. Students also have the opportunity to enroll in a very well designed ROP program including Accounting, Art and Animation, Entrepreneurship and Virtual Enterprise, Business Tech, Computer Studies, Financial Service Careers, Graphic Communication Arts, Sports Medicine, and Video Production. Students are enrolled according to their interest. Our district uses a semester system. This system allows a student to enroll in eight classes a semester. Because of this extra time/classes, a student can not only take a full sequence of CTE courses, but also accomplish A-G requirements. Extra space in the student schedule allows time for students to gain career experience with local business programs, boasting over 200 industry partners.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.