

El Camino High School

1320 Mission Rd. • South San Francisco, CA 94080 • 650.877.8806 • Grades 9-12

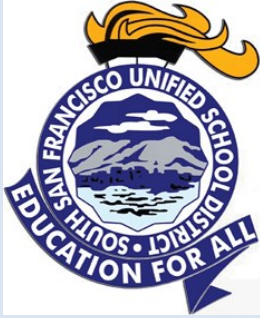
Daniel Lunt, Principal

dlunt@ssfusd.org

www.ssfusd.org



2018-19 School Accountability Report Card Published During the 2019-20 School Year



South San Francisco Unified School

District

398 B. Street
South San Francisco, CA 94080
650.877.8700
www.ssfusd.org

District Governing Board

Patricia A. Murray

Eddie Flores

Daina R. Lujan

John C. Baker

Mina A. Richardson

District Administration

Shawnterra Moore, Ed.D.

Superintendent

Keith B. Irish

Assistant Superintendent, Educational Services and Categorical Programs

Jay Spaulding, Ed.D.

Assistant Superintendent Human Resources and Student Services

Ted O

Assistant Superintendent, Business Services

Karla Groth, Ed.D.

Director English Learner Programs, Categorical Programs and Special Projects

Jason Brockmeyer

Director of Innovation, Community Outreach and Special Projects

Valerie Garrett, Ed.D.

Director of Student Performance, Program Evaluation, and Instructional Interventions

Ryan Sebers

Director of Student Services

Sabrina Yacoub

Director, Pupil Personnel Services and Special Education

Joseph Siam

Director of Technology

Ronald Vose

Director of Facilities and Safety

Fran Debost, MS, RDN

Director of Nutrition Services and Distribution

School Description

El Camino High School is located in the city of South San Francisco, a growing biotechnology center and home of the historical sign "South San Francisco: The Industrial City," which can be seen from both air and land. There are currently nine elementary schools, three middle schools, two high schools, one continuation high school, an adult program, and a pre-school program in the South San Francisco Unified School District. The school was established in 1961 and during the 2019-20 school year, 1,257 students were enrolled in grades nine through twelve. The school has developed partnerships with local corporations such as Genentech, which has resulted in the creation of a BioTech pathway. Staff is in the process of exploring new pathways and enhancing the variety of career-oriented courses and pathways that exist to ensure that our students are prepared for education and a career in the 21st Century.

Mission Statement:

The Mission of El Camino High School is to provide a rigorous and supportive academic, elective, and extra-curricular program in an environment that embraces diversity and promotes respect for all.

The goals of the school for the 2019-20 school year are as follows:

Goal 1: High-Quality Programs and Student Support -

By Spring 2020, 85% of all English Learners will score at a level 3 or 4 on the ELPAC. 5% more students (all subgroups) of the Class of 2020 will achieve College and Career Ready status compared to the graduating class of 2019. The 5% increase will be reflected in all of the College and Career Readiness indicators: completion of CTE pathways; AP exam passing rates; and students scoring met or exceeded standards on ELA and Math CAASPP assessments. For each cycle of inquiry, 80% or more of students will demonstrate that they met or exceeded standards on formative assessments and district common assessments. By Spring 2020 suspension rates for all subgroups will decrease by 2% when compared to the 2018-19 school year.

Goal 2: Effective professional development -

By Spring 2020, all teachers will have participated in Illuminate DnA training and will have used the reporting and assessment tools for at least 3 of the reporting cycles. By Spring 2020, walkthrough data will show that 60% of teachers will demonstrate the use of activities and practices accepted site-wide in the following areas: student engagement, standards-based lessons, formative and summative assessments, and the use of adopted curriculum and resources. By Spring 2020 results of customer service surveys will show a 95% satisfaction rate for the following Classified groups: office support staff, custodians, and security.

Goal 3: Increased student, parent, and community engagement -

During the 2019-20 school year, our goal is to have all groups (students, staff, and community) report a 70% or higher favorable view of our school climate on site level and district level surveys. 2019-20 sign-in sheets for key parent organizations will show a 5% increase in participation by underrepresented parent groups. Systems of support will be implemented to meet the goal of 5% more students meeting College and Career ready status than compared to the graduating class of 2019. The system of support will also provide alternative forms of discipline to meet the goal of reducing the suspension rate by 2%.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	324
Grade 10	329
Grade 11	299
Grade 12	315
Total Enrollment	1,267

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.1
Asian	14.2
Filipino	34.4
Hispanic or Latino	33.3
Native Hawaiian or Pacific Islander	0.9
White	9
Two or More Races	7.2
Socioeconomically Disadvantaged	30.6
English Learners	4.9
Students with Disabilities	11
Foster Youth	0.2
Homeless	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 for El Camino High School	17-18	18-19	19-20
With Full Credential	61	58	61
Without Full Credential	1	0	2
Teaching Outside Subject Area of Competence	1	0	1

Teacher Credentials for South San Francisco	17-18	18-19	19-20
With Full Credential	◆	◆	427
Without Full Credential	◆	◆	11
Teaching Outside Subject Area of Competence	◆	◆	2

Teacher Misassignments and Vacant Teacher Positions at El Camino High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	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 2019-20)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Study Sync/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Common Core Algebra I; CC Geometry; CC Algebra 2/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Biology/2008; Holt McDougal - Earth Science/2010; Pearson Chemistry/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill - Impact California Social Studies High School Program/2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	EMC ¡Qué chévere! (Spanish)/2014; T'es branché? (French) © 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Prentice Hall Health/2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

El Camino High School was built in 1960. The school has 66 teaching stations, two gyms, cafeteria, theatre, pool, locker rooms, library and administration offices providing education for grades 9-12. The District takes great effort to ensure that all schools are clean, safe and functional. All bathrooms, classrooms and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	60	68	50	52	50	50
Math	38	42	43	44	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	18.0	27.9	31.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	286	280	97.90	67.86
Male	149	144	96.64	63.89
Female	137	136	99.27	72.06
Black or African American	--	--	--	--
Asian	38	38	100.00	76.32
Filipino	69	68	98.55	72.06
Hispanic or Latino	98	95	96.94	63.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.00	76.00
Two or More Races	52	52	100.00	61.54
Socioeconomically Disadvantaged	117	112	95.73	54.46
English Learners	36	34	94.44	38.24
Students with Disabilities	32	29	90.63	27.59
Students Receiving Migrant Education Services	--	--	--	--
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	286	281	98.25	41.64
Male	149	145	97.32	47.59
Female	137	136	99.27	35.29
Black or African American	--	--	--	--
Asian	38	38	100.00	73.68
Filipino	69	69	100.00	43.48
Hispanic or Latino	98	95	96.94	26.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.00	24.00
Two or More Races	52	52	100.00	51.92
Socioeconomically Disadvantaged	117	113	96.58	30.09
English Learners	36	35	97.22	20.00
Students with Disabilities	32	29	90.63	6.90
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

STATE PRIORITY: PARENTAL INVOLVEMENT

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

There are a number of ways that parents are involved in El Camino High School. The Parent Teacher Student Association (PTSA) plays a very active role in fundraising, recognizing teachers through appreciation lunches, and informing the school community of events and programs through the school website. Parents are also involved in various Boosters (athletic, performing arts, and grad night), assisting with fundraisers. There is an alumni association that organizes the annual dinner dance and auction as a major fundraiser for the school that includes various members of the South San Francisco community. Parents of English Learners can participate in our English Language Advisory Council and there are also parent members of our School Site Council.

To learn more about specific opportunities for getting involved, please contact the school principal, Daniel Lunt, at 650-877-8806 or dlunt@ssfusd.org

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The School Safety Plan includes an overview of the school's current comprehensive safe school programs and initiatives as well as an annual action plan that addresses the four phases of emergency planning: mitigation, preparedness, response, and recovery. The plan identifies members of the school's emergency response team, their roles and responsibilities, and their lines of communications with the district's emergency response team. Emergency policies and procedures and the location and inventory of the school's first aid and emergency supplies kits are detailed. Each School Safety Plan incorporates the state's Standardized Emergency Management System and is aligned with the detailed District Emergency Management Handbook. Our School Safety Plan was most recently reviewed and approved by members of our School Site Council (comprising of student, parent, classified, certificated, and administrative representatives) at a meeting in October 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.5	5.0	5.8
Expulsions Rate	0.2	0.1	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.6	5.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	211.2

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.2
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	29	8	18	22	27	9	22	16	27	11	21	15
Mathematics	31	6	9	21	26	11	22	9	26	13	18	11
Science	30	6	10	17	30	2	19	9	30	3	16	13
Social Science	29	6	17	16	27	11	16	11	25	17	15	10

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

On a yearly basis ECHS staff participate in staff development that is targeted on student achievement. Over the last three years we have focused on developing Professional Learning Communities in terms of: (1) establishing norms and goals for each team; (2) providing opportunities for teachers to share best practices; (3) identifying priority standards and building a curriculum map and pacing guide accordingly; (4) developing formative common assessments; (5) training and time to analyze student outcome data and assessment effectiveness with members of the team; (6) identifying and implementing targeted intervention for students who did not meet standards; and (7) to provide enrichment opportunities for students who did demonstrate mastery. The district BTSA and TOSA are working with teachers to help increase their effective instruction, formative assessment, the use of assessments to inform instruction.

In addition, staff meetings provide all staff with professional development opportunities that are planned and presented by members of the Admin Council who also act as our Professional Development Committee.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,377	\$49,084
Mid-Range Teacher Salary	\$78,483	\$76,091
Highest Teacher Salary	\$99,437	\$95,728
Average Principal Salary (ES)	\$125,146	\$118,990
Average Principal Salary (MS)	\$133,004	\$125,674
Average Principal Salary (HS)	\$160,171	\$137,589
Superintendent Salary	\$212,203	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	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

Peer Assistance and Review; Federal Special Education, Entitlement per UDC; Special Education Master Plan; Special Education Transportation; LCFF/LCAP funding for English Learners and intervention for identified subgroups. No categorical/federal funding at this time.

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

Rate for El Camino High School	2015-16	2016-17	2017-18
Dropout Rate	4.1	2.5	3.1
Graduation Rate	94.9	94.2	92.2

Rate for South San Francisco Unified	2015-16	2016-17	2017-18
Dropout Rate	7	5.1	6.5
Graduation Rate	91.9	86.4	81.2

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5,776.16	5,434.54	341.62	\$80,994
District	N/A	N/A	1,019.59	\$75,089.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-99.6	0.0
School Site/ State	-181.7	5.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

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

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.29
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	56.29

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	8	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	5	N/A
All courses	18	25.8

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

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

Career Technical Education Programs

Career Technical Education at SSFUSD provides opportunities for high school students to explore and access high-wage high-demand careers while preparing them for post-secondary education. CTE pathways offer students a 2-3 year course sequence focused on one industry sector. The CTE curriculum is centered on hands-on, contextualized learning that will help develop a student’s professionalism and industry-specific skillset. Teachers work with industry advisory boards to provide work-based learning opportunities and a relevant curriculum to students. As SSFUSD moves to a model that includes rigorous academics, integrated technology, work-based learning, and comprehensive support services, we continue to increase the capacity of CTE teachers, counselors and administration. Students enrolled in CTE courses can earn college credit, obtain industry certification(s), participate in a summer internship and/or build their professional network and skills in the desired CTE pathway. Through the standards-based curriculum, career readiness activities and supportive cohorts, CTE students are more likely to engage in the school community, persist to graduation and obtain post-secondary credential, degree or apprenticeship.

Current and developing CTE pathways at ECHS are: Culinary Arts, Auto Mechanics, Video Arts, Photography, Biotechnology, and Computer Science.

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.