



Village High School

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Pleasanton Unified School District

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District Governing Board

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Micaela Ochoa
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**Assistant Superintendent,
Educational Services**
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**Assistant Superintendent,
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Principal's Message

Village High School, which opened in 1978, serves as a "new beginning" for students who have not found success at either of the two comprehensive schools. Village offers a caring climate that supports student success and creates a desire for continued success. Students thrive in an environment that provides individual attention and instruction, consistency in behavioral and academic expectations, and support for each student and their unique personal needs. Village High School received the maximum six-year term on the recent accreditation review by the Western Association of Schools and Colleges in March of 2013. The campus is home to approximately 150 students who are engaged in meeting district graduation standards, as well as exploring career interests and focusing on future goals. Instruction is geared to maximize the learning experience for each individual student, and, with a class size average of 20 to 1, teachers are able to support student learning throughout the curriculum. Partnerships and career education are also an important focus at Village, as staff, parents and students work together to achieve common goals. Village High has several programs designed to create engaged learners and provide hands-on learning experiences. The pillars of the district's character education program are embedded in both the curriculum and day-to-day activities of Village High School. Overall, academic achievement, technology as a tool for learning, character building and career exploration are all part of the Village High School experience. Students come to Village for a variety of reasons, but they leave with a healthy respect for themselves, the staff, and the community in which they live. The student body and staff work together to continue to create a model school environment that supports student success.

Mission Statement

Village High School fosters educational achievement and character development by providing a student with an alternative atmosphere and educational program that will enable him/her to explore career choices, develop academic and technical skills, and feel successful and succeed if he/she desires to do so.

Students will. . .

- Become lifelong learners.
- Utilize essential skills in current and future situations
- Strengthen personal character.
- Promote active citizenship in concerns for others

School Profile

Village High School is located in the eastern region of Pleasanton and serves students in grades ten through twelve following a traditional calendar. At the beginning of the 2015-16 school year, 110 students were enrolled, including 34.7% in special education and 7.1% qualifying for free or reduced price lunch.

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 <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	7
Grade 11	40
Grade 12	57
Total Enrollment	104

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0
Asian	5.8
Filipino	2.9
Hispanic or Latino	26.9
Native Hawaiian or Pacific Islander	1
White	55.8
Two or More Races	3.8
Socioeconomically Disadvantaged	33.7
English Learners	6.7
Students with Disabilities	32.7
Foster Youth	1

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			
Village High School	14-15	15-16	16-17
With Full Credential	14	13	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Pleasanton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Village High School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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

2015-16 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	92.9	7.1
Districtwide		
All Schools	99.4	0.6
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	99.4	0.6

* 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 2016-17)

Instructional Materials

All textbooks used in the core curriculum at Village High School are currently being aligned to the Common Core State Standards. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, October 13, 2015, 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 2015-2016.05 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, (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, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

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 2015-16 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 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	1999 Harcourt School Publishers, Adventures in English Literature 2007 Holt McDougal, Holt Elements of Literature 2007 Pearson Prentice Hall, Timeless Voices, TimelessThemes 2007 Pearson Prentice Hall, Writing and Grammar Communication in Action 2016 Norton Anthology of African American Lit The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2015 HMH Algebra 1 2015 HMH Algebra 2 2015 HMH Geometry 2007 Key Curriculum Press, problem Solving Strategies 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008 Glencoe/McGraw Hill (Sopris West), Physics, Principles and Problems 2006 Glencoe/McGraw-Hill, Glencoe Health 2008 McDougal Littell, Biology 2008 McDougal Littell, World of Chemistry 2008 Pearson, Biology 2001 Pearson Prentice Hall, Biology, The Web of Life 2008 Pearson Prentice Hall, Chemistry The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2007 Glencoe/McGraw-Hill, Economics: Principles and Practices 2007 Glencoe/McGraw-Hill, World Geography and Cultures 2007 Holt McDougal, Holt American Anthem, Modern American History 2007 Houghton Mifflin, Earth and It's People 2007 McGraw Hill, American History 2007 Pearson Prentice Hall, Economics Principles in Action 2007 Pearson Prentice Hall, Magruder's AmericanGovernment 2007 Pearson Prentice Hall, World History: The Modern World 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)

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. Village High School's original facilities were built in 1955; 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.

Every morning before school begins, the administrator inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Village High School. The day custodian is responsible for:

- Classroom cleaning
- 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 responsible for:

- Office area cleaning
- Restroom cleaning

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

Deferred Maintenance

Village High 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.

Facilities Inspection

The district's maintenance department inspects Village High School on an annual basis in accordance with Education Code §17592.72(c)(1). Village High 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 December 29, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2015-16, 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: December 29, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	34	65	80	80	44	48
Math	3	12	73	76	34	36

* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	30	42	40	88	86	86	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	16	15	93.8	40.0
White	11	11	100.0	45.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	49	45	91.8	65.1
Male	11	26	24	92.3	69.6
Female	11	23	21	91.3	60.0
White	11	29	27	93.1	76.0
Socioeconomically Disadvantaged	11	13	11	84.6	45.5
Students with Disabilities	11	12	10	83.3	22.2

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	11	49	44	89.8	11.6
Male	11	26	23	88.5	13.0
Female	11	23	21	91.3	10.0
White	11	29	26	89.7	16.0
Socioeconomically Disadvantaged	11	13	11	84.6	
Students with Disabilities	11	12	9	75.0	

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)

Parent Involvement

Parents are encouraged to get involved by participating in a decision-making group, such as our School Site Council, attending school events and staying actively engaged in their student's overall progress toward graduation.

Parents stay informed on upcoming events and school activities through the school's website and frequent email "blasts". Contact the principal at (925) 426-4260 for more information on how to become involved.

Opportunities to Volunteer

Chaperoning field trips
Greenhouse and Garden

Committees

School Site Council

School Activities

Back to School Night

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

The Comprehensive School Site Safety Plan was developed for Village High 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, updated, and discussed with school staff in Spring 2016.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	19.5	21.1	19.1
Expulsions Rate	1.3	0.5	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	1.7	1.5
Expulsions Rate	0.1	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2012-2013
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	100.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	0.2
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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	9	11	11	15	13	13						
Mathematics	9			5								
Science	14	10	10	6	7	7						
Social Science	15	15	15	8	7	7	1	4	4			

* 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

Staff Development

All training and curriculum development activities at Village High School revolve around the Common Core State Standards. During the 2015-2016 school year, Village High School held staff development devoted to:

- Data Analysis
- Equity Training
- Common Core State Standards Teaching Strategies

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. Village High School supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Village High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,327	\$44,958
Mid-Range Teacher Salary	\$83,191	\$70,581
Highest Teacher Salary	\$101,990	\$91,469
Average Principal Salary (ES)	\$125,046	\$113,994
Average Principal Salary (MS)	\$140,150	\$120,075
Average Principal Salary (HS)	\$143,733	\$130,249
Superintendent Salary	\$228,321	\$218,315
Percent of District Budget		
Teacher Salaries	48%	38%
Administrative Salaries	6%	5%

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

Types of Services Funded

FY15-16
In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- State Lottery: Instructional Materials
- Educator Effectiveness
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Special Education
- Title I
- Title II
- Title III
- Vocational Programs

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Village High School	2011-12	2013-14	2014-15
Dropout Rate	2.10	2.00	1.70
Graduation Rate	95.25	95.65	96.60
Pleasanton Unified School District	2011-12	2013-14	2014-15
Dropout Rate	2.10	2.00	1.70
Graduation Rate	95.25	95.65	96.60
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$14,384	\$606	\$13,777	\$83,332
District	♦	♦	\$5,749	\$89,522
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			139.6	-2.6
Percent Difference: School Site/ State			157.6	16.5

* Cells with ♦ do not require data.

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	93.55
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

Completion of High School Graduation Requirements

Group	Graduating Class of 2015		
	School	District	State
All Students	54	95	86
Black or African American	40	83	78
American Indian or Alaska Native	100	92	78
Asian	43	100	93
Filipino	0	97	93
Hispanic or Latino	46	85	83
Native Hawaiian/Pacific Islander	100	100	85
White	67	95	91
Two or More Races	50	92	89
Socioeconomically Disadvantaged	36	73	66
English Learners	40	79	54
Students with Disabilities	41	84	78

College & Career Readiness

Students in grades ten through twelve receive counseling from school personnel regarding career paths and courses of study. The counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Village High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- Vocational Education Courses
- Individual student assessment of work readiness skills takes place through:
 - End of course exams
 - Completion of course-required projects
 - On-the-job observation
 - Classroom observation

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the the Tri-Valley Regional Occupational Program. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

During the 2014-2015 school year, Village High School offered the following career technical education programs as elective courses: Horticulture / Farm to Fork.

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 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.