

Berkeley High School

1980 Allston Way • Berkeley, CA 94704 • (510) 644-6120 • Grades 9-12

Erin Schweng, Principal

erinschweng@berkeley.net

<http://bhs.berkeleyschools.net/>



2017-18 School Accountability Report Card Published During the 2018-19 School Year



Berkeley Unified School District

2020 Bonar Street
Berkeley, CA 94702
(510) 644-8764
www.berkeleyschools.net

District Governing Board

Judy Appel, President
Beatriz Leyva-Cutler, Vice President
Ty Alper, Clerk
Ka'Dijah Brown
Julie Sinai
Arvin Hariri (student)
Oneida Abrams (student)

District Administration

Donald Evans, Ed.D.
Superintendent
Donald Evans
Superintendent
Pasquale Scuderi
Associate Superintendent
Educational Services

Pauline Follansbee
Assistant Superintendent
Business Services

Evelyn Tamondong-Bradley
Assistant Superintendent
Human Resources

School Description

Berkeley High is a comprehensive four-year school serving nearly 3100 students and enjoys a reputation for its strong academic program, career technical education offerings and wide variety of other enriching opportunities provided by our athletics department and more than 75 clubs and activities.

Berkeley High is guided by these goals:

- To increase student academic achievement at high levels, while eliminating the achievement gap;
- To ensure that students transition successfully into the 9th grade, and are successful throughout their high school years;
- To support safety and discipline at Berkeley High, through the fostering of a positive school culture, effective use of student data, and prompt and coordinated intervention when needed;
- To improve communication among all members of the BHS learning communities through various media and languages;
- To increase student support and build positive relationships at BHS through cultural and academic activities;
- To create a school culture of high academic and behavioral standards.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	862
Grade 10	784
Grade 11	725
Grade 12	746
Total Enrollment	3,117

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	14.9
American Indian or Alaska Native	0.2
Asian	8.1
Filipino	0.7
Hispanic or Latino	23.5
Native Hawaiian or Pacific Islander	0.4
White	40.3
Two or More Races	12.0%
Socioeconomically Disadvantaged	30.2
English Learners	5.7
Students with Disabilities	9.7
Foster Youth	0.1

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			
Berkeley High School	16-17	17-18	18-19
With Full Credential	191	177	195
Without Full Credential	0	0	7
Teaching Outside Subject Area of Competence	0	0	0
Berkeley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	668
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Berkeley High School	16-17	17-18	18-19
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about text books that Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standard s call for.

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Board Approved, Standards Aligned Texts for all Language Arts courses. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Board approved, standards aligned texts for all math courses The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Board Approved, Standards Aligned Texts for all Science courses The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Board Approved, Standards Aligned Texts for all Social Science courses. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Board Approved, Standards Aligned Texts for all World Languages Courses. 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)

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: May 14, 2018

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December, 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Most of the buildings are new or have been modernized in the last couple of years
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: December, 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	58.0	68.0	59.0	64.0	48.0	50.0
Math	41.0	54.0	54.0	57.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.7	32.1	25.6

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

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	707	604	85.43	67.50
Male	337	289	85.76	64.69
Female	370	315	85.14	70.06
Black or African American	104	80	76.92	37.50
American Indian or Alaska Native	--	--	--	--
Asian	71	62	87.32	75.81
Filipino	--	--	--	--
Hispanic or Latino	140	122	87.14	45.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	295	255	86.44	83.07
Two or More Races	84	72	85.71	76.06
Socioeconomically Disadvantaged	223	182	81.61	44.44
English Learners	50	42	84.00	16.67
Students with Disabilities	55	31	56.36	12.90
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 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	707	571	80.76	54.04
Male	337	267	79.23	51.88
Female	370	304	82.16	55.92
Black or African American	104	75	72.12	16.22
American Indian or Alaska Native	--	--	--	--
Asian	71	62	87.32	62.9
Filipino	--	--	--	--
Hispanic or Latino	140	116	82.86	31.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	295	239	81.02	71.55
Two or More Races	84	69	82.14	68.12
Socioeconomically Disadvantaged	223	174	78.03	27.17
English Learners	50	41	82	9.76
Students with Disabilities	55	32	58.18	3.23
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 2018-19)

Parents/caregivers contribute time in a variety of ways on the Berkeley High School campus, including volunteering in their student's classrooms, in booster clubs, and serving as leaders and members of various school governing boards and parent committees. Some opportunities for involvement and leadership include: the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parents of Children of African Descent (PCAD), and our Latino Parents Group. Numerous programs and activities are enriched by our PTA's fundraising efforts, as well as the generous contributions made by the Rotary Club. We also involve our community, as other organizations and businesses donate resources and time to our school to support our families and programs. Our Office of Family Engagement and Equity provides parent/caregiver support and interaction that contributes to a wonderful partnership between home and school, benefiting the students at Berkeley High School. To become involved, or to learn more about opportunities for parental involvement at Berkeley High School, please contact our Office of Family Engagement and Equity staff at the Parent Resource Center: Irma Parker at 510-644-8524 / irmaparker@berkeley.net, or Leticia Amezcua at 510-644-8414 / leticiaamezcua@berkeley.net (se habla español). You can also go to our website at: <http://bhs.berkeleyschools.net/#irmaparker@berkeley.net>

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

Berkeley High School dates back to the 1920s. The campus covers over 18 acres and strongly supports teaching and learning through its ample classroom and recreation space.

The safety of students and staff is our primary concern. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before-and-after school, staff members, administrators, and safety officers supervise students and school grounds to ensure an orderly, safe environment. The school is fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drill are held throughout the school year, and intruder drills are held at least once a year. In the 2010-11 school year Berkeley High School added additional safety officers an additional administrator to insure school safety. In 12-13, BHS also added a dean of attendance to assure students are at school attending every day.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in August 2018. Also in August 2018, the entire staff participated in ALICE, and armed intruder training, in partnership with Berkeley Police Department.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.3	2.1	1.3
Expulsions Rate	0.0	0.1	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.1	1.8	1.9
Expulsions Rate	0.0	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	8
Counselor (Social/Behavioral or Career Development)	6.5
Library Media Teacher (Librarian)	2
Library Media Services Staff (Paraprofessional)	1
Psychologist	4
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	400

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	23.0	24.0	24.0	42	37	33	83	72	85	4	11	7
Mathematics	25.0	24.0	24.0	34	40	33	68	60	71	16	14	15
Science	27.0	27.0	28.0	16	13	12	84	78	55	8	15	25
Social Science	27.0	26.0	27.0	17	24	20	117	105	106	4	9	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

Each school year, the number of days provided for professional development and continuous professional growth are three all-staff, all-day professional development days at Berkeley High School. In addition, every Monday from 8am until 9:30am, BHS staff is involved in learning and growth opportunities. This creates a unique opportunity for a “late start” day for the students at BHS.

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?

There are two primary areas of focus for staff development: academic language development and culturally responsive teaching pedagogy. The focus on academic language development came from reviewing achievement data from Berkeley High School’s Long-Term English Language (LTEL) population. This data revealed that LTELs were likely not able to access the rigorous content in their mainstream classes, and that increased scaffolding and support were needed. Efforts to build access to rigorous academic content began schoolwide. The focus on Culturally Responsive Teaching was selected in response to focus group interviews that took place as a result of a series of racist events on campus.

- What are the methods by which professional development is delivered (e.g., after-school workshops, conference attendance, individual mentoring, etc.)?

Professional development is delivered throughout the year in various settings. In August, October, and November, professional development is provided through all-staff PD days. On these days staff engages in a conference-like setting, moving through a series of workshops that are focused on the professional development goals set out by the professional development coordinators and administration at the school. Additionally, professional development is provided during Monday morning PD meetings. These Monday morning meetings are led by PD lead teachers, who are in a “train the trainer” model. PD lead teachers are supported by the Professional Development Coordinators and provided scaffolding and instruction during Tuesday afternoon PD leads meetings. These meetings include modeling of and practice with protocols and strategies the PD leads will be guiding their teams through implementing as they work on activities aligned with the year’s professional development goals.

- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teachers are supported in a variety of ways during implementation of our PD goals in a variety of ways. On Monday mornings during department and small learning community professional development meetings, PD leaders (1-2 leads per department and SLC) run protocols, meet individually with teachers and provide supporting materials as teachers engage in this learning. PD leads meet bi-weekly with PD Coordinators to plan those meetings.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,336	\$47,547
Mid-Range Teacher Salary	\$72,595	\$74,775
Highest Teacher Salary	\$90,080	\$93,651
Average Principal Salary (ES)	\$119,440	\$116,377
Average Principal Salary (MS)	\$125,646	\$122,978
Average Principal Salary (HS)	\$136,123	\$135,565
Superintendent Salary	\$248,416	\$222,853
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	7.0	6.0

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

Types of Services Funded

The Berkeley Unified School District has used federal funding to provide supplemental alternative services and supplemental instructional materials provided to the Title I schools that support and assist Title I students. Alternative support includes tutoring, intervention curriculum and supplemental instructional supplies for targeted Title I students to close the achievement gap.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
	2014-15	2015-16	2016-17
Berkeley High School			
Dropout Rate	9.8	8.3	8.6
Graduation Rate	87.5	89.8	88.7
Berkeley Unified School District			
Dropout Rate	12.5	10.7	10.9
Graduation Rate	84.6	87.2	86.1
California			
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,971.81	\$1,372.03	\$7,599.79	\$76,227.99
District	◆	◆	\$10,890.22	\$75,102
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-35.6	1.5
Percent Difference: School Site/ State			6.4	-0.4

* Cells with ◆ do not require data.

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

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	813
% of pupils completing a CTE program and earning a high school diploma	97
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	5.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	◆
English	12	◆
Fine and Performing Arts	2	◆
Foreign Language	13	◆
Mathematics	13	◆
Science	21	◆
Social Science	13	◆
All courses	75	35.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	89.9	85.9	88.7
Black or African American	89.9	77.4	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	87.2	84.2	94.9
Filipino	90.9	91.7	93.5
Hispanic or Latino	85.4	82.4	86.5
Native Hawaiian/Pacific Islander	50.0	75.0	88.6
White	92.8	92.6	92.1
Two or More Races	91.8	90.2	91.2
Socioeconomically Disadvantaged	97.7	90.1	88.6
English Learners	63.4	63.2	56.7
Students with Disabilities	77.3	71.7	67.1
Foster Youth	66.7	80.0	74.1

Career Technical Education Programs

BUSD's development of CTE pathways considers the intersection of the California Common Core State Standards and California's CTE Model Curriculum Standards. Embedded within these pathways are experiential learning opportunities that emphasize collaborative work experience, decision-making, creative problem-solving and effective communication skills, as well as time management and a host of other practical skills. Our current and developing pathways reflect 6 of the 15 California Industry Sectors most applicable to our locality. Pathway development is informed by our local community context, as well as regional employer demand in high growth, high wage industries, and connections to post-secondary educational options.

CTE enrollment demographics are closely tracked to ensure that all pathways are closely representative of the overall student population and differentiated curriculum and other accommodations are provided to ensure that all students have access to successful participation in all pathways.

All of our pathways have been developed with industry credentials, certification, appropriate postsecondary training and employment in mind. BUSD has a very active CTE Advisory Committee comprised of Industry partners from the fields of Biotechnology, the Building & Construction Trades, Digital Media, Information and Communication Technology, Public Health and Public Service. This Committee also includes members who represent post-secondary education partnerships. Wyn Skeels, BUSD CTE Program Supervisor is the primary district representative.

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.