



Glendora High School

1600 East Foothill Blvd. • Glendora, CA 91741 • (626) 963-5731 • Grades 9-12

Paul Lopez, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Glendora Unified School District

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District Governing Board

Cory Ellenson
Mike Gautreau
Charles J. Gomer, Ph.D
Robin Merkley
Maura Murabito

District Administration

Robert J. Voors, Ed.D
Superintendent

Principal's Message

Proposition 98, an initiative passed by California voters in November 1988, established the annual school report. This report, to be issued by local school boards for each elementary and secondary school, provides parents and other interested citizens with information about each school's resources, successes, and areas to be improved.

The educational program at Glendora High School is well-balanced, with a primary emphasis on standards-based instruction. Teachers focus on data-driven decisions to craft lessons that address state standards and specific learning needs. Formative assessments are administered quarterly to assist teachers with monitoring student progress in mastering the California State Standards. The GHS staff adjusts curriculum and instruction to help all students attain their learning potential. Proficiency on the Smarter Balanced Assessment (SBAC) in English and Mathematics remain the performance target.

In 2008-2009, Glendora High School received a six-year WASC accreditation term, and in 2015, we received a favorable three year midterm WASC review. The action plans established through the accreditation process continue to guide Glendora High School's efforts to assist all students in their efforts to attain their learning potential. Assessment indicators such as the SBAC program, California High School Exit Exam (CAHSEE), Advanced Placement (AP), PSAT, SAT, and ACT, demonstrate overall school high academic excellence.

As Glendora High School continues its focus on enhancing student achievement, we will continue to promote a college going culture for the students we serve. I hope as you read our annual report, you will find the information meaningful and useful. If you have any questions, please let us know. Visit us on the web at <http://www.glendorahigh.net>.

Paul Lopez
Principal

Mission Statement

Glendora High School is committed to the education and development of the whole person: academically, socially, emotionally, and morally. This commitment is a shared, collaborative effort of students, support staff, teachers, parents, businesses, industry, higher education, and interested organizations. Upon graduation, students will be equipped to adapt to the ever-changing world of cultural diversity, technology, employment, and society.

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 (626) 963-5731 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	744
Grade 10	653
Grade 11	580
Grade 12	591
Ungraded Secondary	29
Total Enrollment	2,597

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.3
Asian	5.9
Filipino	2.8
Hispanic or Latino	37.8
Native Hawaiian or Pacific Islander	0.2
White	47.4
Two or More Races	3.9
Socioeconomically Disadvantaged	21.4
English Learners	2.8
Students with Disabilities	12.9
Foster Youth	0.3

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

Glendora High School	13-14	14-15	15-16
With Full Credential	93	100	100
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	N/A	N/A	1
Glendora Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	327
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0.8%

Teacher Misassignments and Vacant Teacher Positions at this School

Glendora High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	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	99.7	0.3
Districtwide		
All Schools	99.9	0.1
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.8	0.2

* 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)

Sufficient standards-aligned textbooks and other instructional materials are available for each pupil, including English learners, and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history/social science, foreign language, and health. Our next anticipated adoption is projected for 2016-2017 school year.

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	2000-2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2008-2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2002-2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2002-2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Current The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Current 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)

Glendora High School was built in 1957 and includes 90 classrooms, food service areas, administrative offices, college career center, multimedia center, event center, theater, art classrooms, a gymnasium, locker rooms, weight room, and an outdoor pavilion. Outside facilities also include tennis courts, swimming pool, and multisport areas. In the spring of 2000, a successful bond measure was passed which will enhance the GHS campus for years to come. Glendora High underwent construction of a new pool, event center, theater, weight room, and art classrooms. Modernization of most classrooms has been completed.

The facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the Office of Public School Construction. School Facility Conditions and Improvements: The state requires districts to report general information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of GHS may be obtained from the District Business Office. During the 2014-15 school year, the safety inspection was completed on January 3, 2015 and the findings are listed below.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 3, 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		Rooms 13, 125, 208, 21, 310, 315, 323, 335 - ceiling stains. Repaired Conference Rooms #2, #3, #4 - ceiling stains. Repaired

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 3, 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Room 315 - blocked electrical panel. Rectified.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		All rooms - visually inspect fire extinguishers. Corrected. Rooms 120, 234 - teachers using plug-in room deodorizers. Removed. Quad #200 - unlabeled spray bottles. Corrected. Room 315 - unsecured hazardous chemical (copper chloride). Corrected.
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], 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.40	16.60	54.50

* 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 for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	80	63	44
Math	52	53	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	72	73	65	79	81	76	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.

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	76
All Student at the School	65
Male	66
Female	63
Black or African American	--
American Indian or Alaska Native	--
Asian	70
Filipino	75
Hispanic or Latino	55
Native Hawaiian or Pacific Islander	--
White	71
Two or More Races	72
Socioeconomically Disadvantaged	31
English Learners	11
Students with Disabilities	40
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	556	527	94.8	4	15	41	39
Male	11		267	48.0	6	16	42	35
Female	11		260	46.8	3	14	40	43
Black or African American	11		8	1.4	--	--	--	--
American Indian or Alaska Native	11		2	0.4	--	--	--	--
Asian	11		27	4.9	7	15	22	56
Filipino	11		18	3.2	0	0	56	44
Hispanic or Latino	11		187	33.6	5	21	43	29
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		264	47.5	3	13	40	43
Two or More Races	11		20	3.6	5	5	45	45
Socioeconomically Disadvantaged	11		38	6.8	8	37	29	24
English Learners	11		12	2.2	25	75	0	0
Students with Disabilities	11		51	9.2	25	45	18	10

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	556	525	94.4	23	24	31	21
Male	11		265	47.7	28	22	29	21
Female	11		260	46.8	19	27	32	22
Black or African American	11		8	1.4	--	--	--	--
American Indian or Alaska Native	11		2	0.4	--	--	--	--
Asian	11		28	5.0	11	14	39	36
Filipino	11		18	3.2	0	33	33	33
Hispanic or Latino	11		185	33.3	34	26	26	14
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		263	47.3	19	24	34	23
Two or More Races	11		20	3.6	20	20	25	35

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
Socioeconomically Disadvantaged	11		38	6.8	45	24	18	11
English Learners	11		14	2.5	64	0	29	7
Students with Disabilities	11		50	9.0	82	8	8	2

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

Glendora High School is the only comprehensive high school in the Glendora Unified School District.

Glendora high has an active and involved PTA that provides varied enrichment activities and support, including staff and student recognition, opportunities for student leadership, student community service projects, Renaissance, scholarships, student assemblies, and a PTA newsletter. The PTA Board meets monthly and seeks the involvement of all parents, teachers, students, and neighbors of GHS to keep communication at an optimal level. Last year PTA volunteers worked countless hours volunteering at the school. For additional information regarding parental involvement, please contact Cynthia Allawas at (626) 963-5731.

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

School/District safety and disaster plans are evaluated annually and are available for review in the school office. The District has distributed specifically designed emergency cards to be used in case of a disaster. Earthquake, disaster, lock-down, and fire drills are practiced regularly. The PTA provides minimal food, water, and medical supplies for disaster preparedness.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	7.26	3.47	2.35
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.53	2.20	1.97
Expulsions Rate	0.01	0.00	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

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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	N/A	In PI
First Year of Program Improvement	N/A	2013-2014
Year in Program Improvement	N/A	Year 1
Number of Title I Schools Currently in Program Improvement	1	
Percent of Title I Schools Currently in Program Improvement	50.0	

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	32	33	30	5	5	17	22	12	16	45	55	55
Math	32	33	27	4	4	13	21	13	12	42	51	19
Science	34	34	32			5	8	9	14	45	45	42
SS	34	32	32		1	10	12	30	7	48	29	52

* 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

Glendora High School has the services of five guidance counselors, district-shared psychologists for testing, case studies, and intervention, and speech and language specialists. The counselors provide assistance with college and academic counseling, and help our students-at-risk. A district-shared nurse and GHS' LVN are available to all students as well as a speech/language specialist for those students who qualify for the program. Counselors use an online program called "Naviance" to assist students in college and career planning. Our College Career Center is open to all students on a daily basis and is equipped with 34 computers for student use. Our Peer Assistance Leadership (PAL) Program is available for students who are in need of peer mentors. Our AVID program closes the achievement gap by preparing all students for college readiness.

Professional Development provided for Teachers

Staff training is ongoing in the Glendora Unified School District. The district calendar includes one orientation day prior to the start of the school year in August and a staff development day in October. Each year, School Improvement Program funds are allocated to allow each teacher on the staff to attend a professional conference to enhance their knowledge base and instructional skills. Glendora High School has 10 late-start days for teachers to look at data and to collaborate on how to increase student achievement. Teachers often look at methodology and best practices to ensure GHS students are learning.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,870	\$42,315
Mid-Range Teacher Salary	\$75,020	\$66,451
Highest Teacher Salary	\$87,606	\$85,603
Average Principal Salary (ES)	\$110,447	\$105,079
Average Principal Salary (MS)	\$118,699	\$111,005
Average Principal Salary (HS)	\$132,137	\$121,310
Superintendent Salary	\$207,261	\$189,899
Percent of District Budget		
Teacher Salaries	46%	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/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,254	\$764	\$4,490	\$84,194
District	♦	♦	\$4,322	\$82,295
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			3.9	2.3
Percent Difference: School Site/ State			-16.0	21.6

* Cells with ♦ do not require data.

Types of Services Funded

Glendora High School provides a Resource Specialist Program and Special Day Classes for students who qualify for Special Education. An intervention program for targeted students has also been implemented. Bilingual aides are available to support English language learning students. A breakfast and lunch program is offered on campus.

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	24	28	48	24	44	32
All Students at the School	23	28	49	23	44	33
Male	26	30	44	21	43	35
Female	20	25	54	25	45	31
Black or African American	18	55	27	36	55	9
Asian	18	23	60	5	38	58
Filipino	7	14	79	7	36	57
Hispanic or Latino	30	30	40	34	41	25
White	21	27	53	18	48	35
Two or More Races	19	26	56	15	41	44
Socioeconomically Disadvantaged	38	36	26	39	39	22
English Learners	67	33		47	37	16
Students with Disabilities	79	16	6	71	25	4

* 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			
Glendora High School	2012-13	2013-14	2014-15
English-Language Arts	72	76	77
Mathematics	75	80	77
Glendora Unified School District	2012-13	2013-14	2014-15
English-Language Arts	71	40	44
Mathematics	74	41	44
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)			
Glendora High School	2011-12	2012-13	2013-14
Dropout Rate	1.20	0.70	0.00
Graduation Rate	97.93	98.92	99.29
Glendora Unified School District	2011-12	2012-13	2013-14
Dropout Rate	2.20	1.00	0.90
Graduation Rate	96.08	97.90	97.00
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	886
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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	96
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	51.61

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	98.25	97.03	84.6
Black or African American	100	100	76
American Indian or Alaska Native			78.07
Asian	100	96.97	92.62
Filipino	114.29	121.43	96.49
Hispanic or Latino	98.98	93.7	81.28
Native Hawaiian/Pacific Islander	50	50	83.58
White	98.62	100	89.93
Two or More Races	80	80.77	82.8
Socioeconomically Disadvantaged	100	92.11	61.28
English Learners	80	77.78	50.76
Students with Disabilities	98.06	93.66	81.36
Foster Youth	--	--	--

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	7	♦
Fine and Performing Arts		♦
Foreign Language	4	♦
Mathematics	6	♦
Science	8	♦
Social Science	9	♦
All courses	34	.6

* Where there are student course enrollments offered.

Career Technical Education Programs

Glendora High School collaborates with the ESGVROP to offer CTE classes that students can take as single electives. During the 2014-2015 school year, GHS offered a multitude of CTE courses including Computer Architectural Design, Photography, Video Production and Sign Language levels one through three and Culinary Arts.

Off campus, ROP offers many classes that lead to job skills that include the areas of health, cosmetology, animal science, emergency technician, law enforcement, child care, apparel marketing, and more. These programs provide rigorous course work that follows the CTE standards. These programs also offer certificates of completion and some lead to state or national certification in their areas.

Glendora High School continues to work with surrounding colleges such as Citrus College, Mt. San Antonio College and the Art center college of Design to develop career pathways for our students.

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.