

Jereann Bowman Continuation High School

21508 Centre Pointe Parkway • Santa Clarita, CA 91350 • (661) 253-4400 • Grades 9-12

Eran Zeevi, Principal

ezeevi@hartdistrict.org

www.bowmanhighschool.org



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



William S. Hart Union High School District

21380 Centre Pointe Parkway
Santa Clarita, CA 91350
(661) 259-0033
www.hartdistrict.org

District Governing Board

Linda Storli

Bob Jenson

Dr. Cherise Moore

Steven M. Sturgeon

Joe Messina

Brennan Book, Student Board
member

District Administration

Vicki Engbrecht
Superintendent

Dr. Michael Vierra

Assistant Superintendent, Human
Resources

Mike Kuhlman
Assistant Superintendent,
Educational Services

Principal's Message

Bowman High School's core values, developed collaboratively with students, staff, parents, and community members, inspire us: We believe that all students can learn. We believe that every student deserves opportunities to succeed. We believe that honoring diversity strengthens us. We believe that failure is not an option.

Jereann Bowman High School, an educational alternative to a traditional high school setting, offers an environment where students develop academic and critical-thinking skills. Students explore career and postsecondary options, develop positive character and citizenship traits, demonstrate effective communication skills, and expand cultural understanding and awareness.

We are a California Model Continuation High School where teacher collaboration and a focus on critical thinking skills have successfully improved student achievement. In 2018 we graduated 241 students, with a graduation rate of 95%. Reading, writing, critical thinking, academic vocabulary development, and Lesson Study collaboration continue as our curricular focus.

Bowman is fully accredited by the Western Association of Schools and Colleges (WASC) for a six-year, clear term and has been awarded the California Model Continuation High School award for the past 17 years. Educators from throughout the state visit Bowman to learn from our successful and innovative program. We welcome parents and family members to volunteer at school and on the School Site Council.

Bowman challenges and supports students to reach their fullest potential as unique members of an ever-changing society. As members of a smaller learning community, our students forge vital connections with caring adults to improve their academic achievement and to experience success. We believe, and demonstrate, that all students can be successful.

Mission Statement 2018

Bowman's mission is to provide a safe haven where everyone is valued and respected. All staff members, in partnership with parents and families are fully committed to students' college and career readiness. Students are empowered to meet current and future challenges to develop social awareness, civic responsibility, and personal growth. Many opportunities are provided to support students as they develop into productive and informed participants in a global community.

Eran Zeevi, Principal

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 11	96
Grade 12	319
Total Enrollment	415

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.0
Asian	1.0
Filipino	1.2
Hispanic or Latino	67.5
Native Hawaiian or Pacific Islander	0.0
White	23.9
Socioeconomically Disadvantaged	58.6
English Learners	19.8
Students with Disabilities	17.8
Foster Youth	1.0

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			
Jereann Bowman Continuation High School	16-17	17-18	18-19
With Full Credential	20	20	
Without Full Credential	0	1	
Teaching Outside Subject Area of Competence	0	0	
William S. Hart Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Jereann Bowman Continuation	16-17	17-18	18-19
Teachers of English Learners	1	1	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: April 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	my Perspectives American Literature, Prentice Hall, Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Algebra - Hart Interactive Adopted 2016 Geometry - Hart Interactive Adopted 2016 Algebra 2 - Hart Interactive Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Biology - Prentice Hall Adopted 2007 Chemistry - Prentice Hall Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006 Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006 Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007 Grade 12 - Magruder's American Government - Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	Lifetime Health - Holt Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A 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)

In 2016 an additional portable classroom and office Annex building was installed. Plans for a library/MPR facility are pending, contingent upon funding. Visitors to Bowman are surprised to find that the school facility was built 23 years ago. Thanks to tender care from custodians, groundskeepers, students, and staff, the school retains a pristine and modern look.

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner. As of 11/30/18 there are currently 32 work requests in progress.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 12/16/2018		
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	
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

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	35.0	31.0	68.0	69.0	48.0	50.0
Math	5.0	3.0	48.0	50.0	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

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	144	142	98.61	31.21
Male	95	94	98.95	31.91
Female	49	48	97.96	29.79
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	100	99	99.00	24.49
White	34	33	97.06	48.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	78	97.50	25.97
English Learners	44	43	97.73	23.26
Students with Disabilities	23	23	100.00	8.70
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.

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.

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	143	140	97.9	2.86
Male	94	92	97.87	3.26
Female	49	48	97.96	2.08
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	99	98	98.99	0
White	34	32	94.12	9.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	78	97.5	1.28
English Learners	44	43	97.73	0
Students with Disabilities	23	22	95.65	0
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)

We encourage parent and family involvement. Bowman offers monthly parent academies to our parents providing valuable skills, hands-on training, and presenters to assist and support our school community. We have formed the Action Team for Partnership (ATP) program to foster parent/guardian collaboration and to find creative ways to strengthen this important link. The ATP committee consists of administration, teachers, parents/guardians, students, community members, and other staff. Additionally, we have an active parent English Learners Advisory Council who works to provide information and support to our English Learner families.

The School Site Council (SSC) meets to make decisions on funding for school programs. Site Council also monitors progress and student achievement. In addition, we have an English Language Advisory Committee to help students learning English feel welcome, and Spanish translators are present at all school meetings. A Bowman parent serves on the Hart District's Parent Advisory Committee.

Community involvement at Bowman includes the ACTION Parent and Teen Support Group, Habitat for Humanity, Santa Clarita Scholarship Association, City of Santa Clarita's Youth Outreach Program, and College of the Canyons.

Information on how to volunteer at school is available from our administrative assistant, Carrie Covell, at (661) 253-4400. Parents are also encouraged at the intake meeting, to participate in all aspects of their students' educational program.

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

Bowman's school safety plan is reviewed annually to secure a safe and healthy learning environment. The plan includes child abuse reporting procedures, dangerous student notification, bullying and cyberbullying, dress code, school site discipline, evacuation procedures, risk management assessment, and crisis management and intervention. The plan is shared with staff before and after scheduled drills to ensure its efficiency. The plan was reviewed and revised in 2018, and modified to enhance procedures for the release of students in the event of a disaster.

Campus supervisors and school personnel monitor the closed campus before, during, and after school. Visitors must register in the Attendance Office areas before entering the campus.

Each year, at least two Intruder Lock Down drills are organized and implemented for the the safety of our students and staff.

We continue to have a safe and orderly environment at Bowman because everyone is a stakeholder in the process. In addition, Bowman has five security cameras throughout the campus to monitor school safety.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.2	6.6	4.5
Expulsions Rate	0.0	0.7	0.4
District	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.5	1.6
Expulsions Rate	0.1	0.0	0.1
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	2
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.4
Social Worker	.4
Nurse	.5
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	200

* 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	11.0	11.0	10.0	54	51	54	3	1		2	1	1
Mathematics	18.0	15.0	15.0	5	10	20	2	6	4	1		
Science	8.0	10.0	10.0	21	15	13						
Social Science	9.0	9.0	9.0	54	52	44	7	4	3			

* 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

The Director of Professional Development at the Administrative Center oversees the professional development structure for the William S. Hart School District consisting of a school site Administrator, a school site Instructional Coach, and a school site Professional Development Team. Professional Development for the 2016-17, 2017-18 and 2018-19 school years focuses on the implementation of the Common Core State Standards, the California ELA / ELD Framework, and the California History-Social Sciences Framework. Beyond simply understanding of the standards, English, Math, Science, and Social Studies content teams are developing resources, refining curriculum guides, and designing rigorous units supported by Teachers on Special Assignment and Curriculum Specialists. Instructional Coaches support all teachers as they teach literacy across the curriculum, differentiate instruction, develop best practices for student engagement, and implement strategies for increasing student achievement. Annually, teachers participate in Lesson Study as a means of systematically examining successful teaching strategies to increase student learning, and improve effective methods of instruction. Teachers also focus on ways to apply the Common Core Anchor Standards which identify reading, writing, listening and speaking skills that students utilize across all content areas in all grade levels, and how to increase critical thinking through depth of knowledge. All teachers participate in site and district level professional development centered around strengthening and supporting core instruction of subject-specific content and common literacy practices. After school workshops are available for teachers to attend on a myriad of additional contemporary topics related to student engagement, positive school culture, instructional and assessment strategies, wellness, and curriculum mapping. School site PD teams are responsible for providing personalized professional development - meeting the needs of teachers individually and collectively, supporting the school site goals and plans. PD teams also provide professional learning opportunities to teachers on PD days and minimum days, during site-based collaboration time, and at staff meetings according to their annual PD plan. All teachers are also provided with mobile technology to support and enhance instruction and increase the effective use of technology in the classroom. Bowman staff members have also focused on participating in multiple "Capturing Kids' Hearts" training days in order to develop high performing teams, continue to improve school culture, and increase students' connectedness to school through positive, supportive, trusting relationships, paving the way for high academic performance and a safe learning environment. 100% of the Bowman staff have been trained in Capturing Kids' Hearts.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,400	\$50,747
Mid-Range Teacher Salary	\$73,675	\$86,127
Highest Teacher Salary	\$95,863	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$129,725	\$136,636
Average Principal Salary (HS)	\$143,879	\$150,286
Superintendent Salary	\$244,088	\$238,058
Percent of District Budget		
Teacher Salaries	35.0	34.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,744	\$2,607	\$11,137	\$81,638
District	◆	◆	\$7,734	\$78,175
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			36.1	4.3
Percent Difference: School Site/ State			43.9	-5.0

* 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.

Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses are funded out of the district's general budget as described in the Local Control Accountability Plan (LCAP). Additional programs and services to support students are funded through State supplemental funds for parallel support intervention classes, after-school intervention time, increased parent engagement, bilingual instructional assistance, translating for family participation, and professional development for staff in intentional teaching practices to increase student learning. Federal categorical funds are used to provide additional support for English Learners, Homeless students, Foster Youth, Students with Disabilities, and counseling services focused on overall student wellness.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Jereann Bowman Continuation High	2014-15	2015-16	2016-17
Dropout Rate	3.3	4.4	3.6
Graduation Rate	61.7	70.2	56.6
William S. Hart Union High School	2014-15	2015-16	2016-17
Dropout Rate	1.2	1.0	1.2
Graduation Rate	95.0	95.2	94.0
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	159
% of pupils completing a CTE program and earning a high school diploma	7
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30

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	96.4
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	2.6

* 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	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	1	4.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	64.5	95.9	88.7
Black or African American	57.1	96.2	82.2
American Indian or Alaska Native	100.0	63.2	82.8
Asian	100.0	96.4	94.9
Filipino	100.0	94.1	93.5
Hispanic or Latino	58.9	94.2	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	72.0	96.6	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	74.0	100.0	88.6
English Learners	40.0	57.2	56.7
Students with Disabilities	58.9	77.7	67.1
Foster Youth	60.0	100.0	74.1

Career Technical Education Programs

Bowman currently offers career pathway exploratory programs. Bowman is an alternative school recognizing the need for students to explore career options and interests. In addition to our existing AP Computer Science class, in 2017-18, Bowman opened a Paxton Patterson STEM Lab. Students are provided with opportunities to work through the following modules: Nursing, Emergency Medical Technician, Medical Imaging, Pharmacology, Construction Technology, Manufacturing Technology, Plumbing, Electrician, and Robotics Automation, and Digital Music. In 2017-18, Bowman also opened a Culinary Lab where students take either Culinary 1 or Advanced Culinary. In Spring, 2019, Bowman is opening a NGSS Physics Makerspace, where students will be earning Science credits while working on Career Technical Education standards.

Bowman students are also able to take CTE courses through the district's CCR (College and Career Readiness) program. These courses are offered at different campuses in the district. In addition, students are able to take College Now courses on the Bowman campus in addition to other campuses. Bowman students are also afforded the opportunity to take College Courses through College of the Canyons to support and complete their pathways.

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.