

Terra Linda High School

320 Nova Albion Way • San Rafael, CA 94903 • 415-492-3100 • Grades
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2016-17 School Accountability Report Card Published During the 2017-18 School Year

San Rafael City Schools

310 Nova Albion Way
San Rafael, CA 94903
415-492-3200
<http://www.srcs.org>

District Governing Board

Greg Knell, President
Maika Llorens Gulati, Vice President
Linda Jackson, Board Member
Rachel Kertz, Board Member
Natu Tuatagaloa, Board Member

District Administration

Dr. Michael R. Watenpaugh
Superintendent
Dr. Mayra Perez
Deputy Superintendent
Kevin P. Kerr
Director of Secondary Education

School Description

Terra Linda is a comprehensive high school serving students in grades 9-12 in the San Rafael City Schools High School District. The campus occupies 29 acres in a serene, residential area off Manual Freitas Parkway in northern San Rafael. Students who typically attend Terra Linda High School include graduates from Miller Creek Middle School (part of the neighboring Dixie Elementary District), Venetia Valley K-8, and Davidson Middle School, although students from other areas in San Rafael also attend. This is due to an open enrollment policy in the San Rafael High School District that allows students from anywhere in San Rafael to choose either of the two high schools in the District.

At Terra Linda High School, a well-trained and highly qualified group of professionals are committed to ensuring all students achieve at high levels. Terra Linda High School last completed its accreditation process through the Western Association of Schools and Colleges (WASC) during March 2013 and received a six-year accreditation through March 2019.

The Terra Linda community has a tradition of innovation and excellence, and it has continued this tradition through a strong focus on preparing all students for success in postsecondary opportunities in college, career and community directed by the school leadership teams that strongly supports this vision. All students have access to the core curriculum, which includes English, math, social sciences, and science. Students are encouraged to develop a six-year plan for their high school education when they are in the eighth grade in middle school. Students follow a traditional bell schedule on Mondays, with a block schedule the remainder of the week and take six or seven classes as a full load. Students wishing a greater challenge are encouraged to enroll in Honors and Advanced Placement courses. Many students at Terra Linda are concurrently enrolled in courses at the College of Marin. Beginning last year, we began offering College of Marin courses on the Terra Linda campus.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	301
Grade 10	301
Grade 11	293
Grade 12	260
Total Enrollment	1,155

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	1
Asian	7
Filipino	1
Hispanic or Latino	42.4
Native Hawaiian or Pacific Islander	0.4
White	43.8
Two or More Races	2
Socioeconomically Disadvantaged	36.6
English Learners	14.5
Students with Disabilities	6.1
Foster Youth	0.7

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			
Terra Linda High School	15-16	16-17	17-18
With Full Credential	56	62	56
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Rafael City Schools	15-16	16-17	17-18
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Terra Linda High School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on courses of study, appropriate textbooks, and other instructional materials.

The California Department of Education has determined textbook selection and adoption schedules. The district follows the state schedule for these adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

The High School District Curriculum Advisory Council, composed of administrators, teachers, counselors, students, and parents representing each school in the district, reviews curriculum recommendations and revisions for all courses of study, appropriate textbooks, and other materials utilized in the support of the instructional program.

The Curriculum Council recommendations are forwarded to the Board of Education for final approval. This is an ongoing process, assuring that all textbooks and instructional materials are systematically reviewed, updated, and supplemented.

Due to the nature of high school, with different subjects being taught at different grade levels, the list of textbooks and resources is too numerous to include here. A comprehensive list of textbooks and instructional materials for each grade level is available for review in the San Rafael City Schools District Office and on the district website at www.srcs.org/hscourses.

Textbooks and Instructional Materials	
Year and month in which data were collected: 2017, August	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

At Terra Linda High School, the campus is orderly, and students feel safe on campus before, during, and after school. District and school staff work as partners with the San Rafael police and fire departments to maintain a safe community environment. Two campus supervisors patrol the campus before, during, and after school, providing guidance to students and making sure no unauthorized persons are on campus. A School Resource Officer works collaboratively with the administrative, counseling, and school security teams to provide students additional support and resources.

District and school policy require that during the school day all guests to the campus check in at the school office and obtain a visitor pass to identify them for security personnel and all staff and students. Students from other schools are not allowed on campus during the school day, unless participating in an eighth grade shadow program on select dates. Surveillance cameras are set up in hallways, and in other key areas both inside and outside of the school. In addition, selected school staff wears name tags for easy identification.

The physical quality of the school campus influences teaching and learning. The Campus Beatification Committee has received support from local landscapers and parent volunteers for years. The campus beatification team brings together students, parents, and community businesses in improving the school facility and meets monthly with district maintenance personnel and the Chief Business Officer.

Terra Linda High School was established in 1960. The school has a total of 76 classrooms (74 permanent and two portable). With monies from voter approved school bond measures and state modernization funds, Terra Linda High School underwent multiple phases of modernization that began in 2002 and were completed in 2008. Improvements have included modernization of all classroom wings, vocational arts buildings, student services areas, cafeteria/quadrangle area and outdoor amphitheater, locker rooms and showers, library/media center, construction of a new performing arts center, improvements to the athletic fields, and ADA access site improvements.

The district strives to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An on-line maintenance order request process ensures efficient service and that emergency repairs are given the highest priority.

The state's School Deferred Maintenance Program, which provided state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects.

San Rafael voters approved Measure A in November 2015 to fund capital facilities projects to improve our school facilities. Measure A provides \$108 million to update the district's elementary and middle school facilities.

Over the next several years, SRCS' bond program will provide much needed capital improvements to our facilities to create safe, innovative learning environments and to provide instructional technology to support 21st century learning. Additional classrooms, labs and equipment will reduce overcrowding in our schools and will meet the growing demand for hands-on science, technology, engineering, arts and math (STEAM) classes. Site Design Teams and architects, led by the District's Capital Facilities Team, are making significant progress on the plans for these improvements, and work is taking shape throughout the district.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/20/2017				
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			LIBRARY: Stained ceiling tiles, Light's out W.O#9664 ROOM 103: two missing tiles W.O#9826 ROOM 106: two missing tiles W.O#9826 ROOM 208: Stained ceiling tiles W.O#9668
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			BOYS RESTROOM: Missing light cover W.O#9663 LIBRARY: Stained ceiling tiles, Light's out W.O#9664 PERFORMANCE HALL: light's out W.O#9670 ROOM 207: Lights out W.O#9665
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	53	61	50	57	48	48
Math	31	27	32	29	36	37

* 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 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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	63	63	54	59	60	56

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.3	25.3	39.3

* 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 2016-17 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	293	266	90.78	60.9
Male	160	143	89.38	56.64
Female	133	123	92.48	65.85
Black or African American	11	9	81.82	66.67
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100	73.91
Filipino	--	--	--	--
Hispanic or Latino	126	110	87.3	40
White	125	117	93.6	77.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	95	87.16	38.95
English Learners	66	53	80.3	16.98
Students with Disabilities	32	27	84.38	25.93
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 2016-17 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	293	262	89.42	27.48
Male	160	141	88.13	25.53
Female	133	121	90.98	29.75
Black or African American	11	9	81.82	11.11
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100	52.17
Filipino	--	--	--	--
Hispanic or Latino	126	111	88.1	10.81
White	125	112	89.6	40.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	95	87.16	11.58
English Learners	66	55	83.33	5.45
Students with Disabilities	32	27	84.38	3.7
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact Person Name: Julie Kritzberger To Reach Contact Person: jewelskritz@outlook.com

The San Rafael City Schools would not be what it is today without the contributions of countless parents and guardians who give their time and expertise as volunteers and who share their financial resources to support the goals and aspirations of San Rafael schools.

Parents and guardians have the opportunity to play an active role in their child's school experience through a number of activities, including parent council, district and school English language advisory committees, parent teacher associations, district and school site committees, fundraising campaigns and special events.

At Terra Linda High School, opportunities for parent participation abound. One TL is the umbrella organization for our booster groups, including: Athletic Boosters, Academic Excellence, Music Boosters, Drama Boosters, Art Boosters, Site English Learner Advisory Committee, Scholarship Foundation, and Safe and Sober Grad Night. These active groups raise money and help run many of the school programs. Parents also have opportunities to serve on the Site Leadership Team, modernization committee, and curriculum advisory council, volunteering in the classroom, office, college and career center, library and other ways.

Parents are also made to feel welcome through various informational and community-building events, including back-to-school nights, ninth-grade orientation night, college information nights, financial aid night, eighth-grade parent nights, sophomore counseling night, winter concerts, and all of the plays, musicals, and other artistic and athletic performances.

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

Date Reviewed and Updated: August 28, 2017 Date Discussed with School Faculty: September 6, 2017

Terra Linda High School has a comprehensive school safety plan covering all aspects of planning for emergency response and student safety. This plan is based on and coordinated with the district and county emergency preparedness plans. The plan is reviewed with school staff at the start of the school year. The plan is updated annually to increase preparedness for any emergency, including storms, fire, earthquake, or intruders on campus.

The school has staff members who are trained in cardiopulmonary resuscitation (CPR) and first aid. Additionally, the school has a defibrillator in the office. The entire staff has attended a demonstration on working the defibrillator. Disaster drills are held once a semester throughout the year. The school also participates in an annual county-wide disaster preparedness drill.

Key elements of the school safety plan include: school crisis team (assignments, responsibilities, supplies, and chain of command); emergency evacuation and lockdown procedures; forms; and telephone tree.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.3	3.8	3.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.7	4.3	4.3
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	4.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	372.3

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English			23			21			30			2
Mathematics			20			25			25			4
Science			26			10			20			8
Social Science			25			12			20			11

* 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

High School District number of dedicated negotiated staff development days:

2015-2016 – 1

2016-2017 – 1

2017-2018 – 1

Terra Linda High School teachers and other school personnel choose staff development opportunities that assist in the implementation of the school improvement plan. Release time is provided for teachers to participate in staff development. In addition, weekly collaborative time is built into the school's schedule. Conferences and staff development opportunities relate to goal objectives outlined in the Single Plan for Student Achievement and the Western Association of Schools and Colleges (WASC) Focus on Learning Self-Study Action Plan. Teachers are supported through flexible scheduling for collaboration and collegial support.

Professional development is an ongoing process based on the results and analysis of demographic and disaggregated testing data, new legislation, state frameworks and advisories, and Terra Linda's annual goals. All professional development practices are grounded in research and utilize content specific research of best teaching and learning instructional practices. Staff development for the current 2017-2018 school year will be primarily focused on using assessments to inform instruction and school culture. Our weekly collaborative time will be focused on department-level staff development to support implementation of WICOR strategies, to improve instruction in all content areas, and to develop assessments that help teachers determine the success of their efforts. Select teachers have been trained to assist in the WASC Accreditation process.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$46,060
Mid-Range Teacher Salary		\$70,769
Highest Teacher Salary		\$98,039
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		\$127,576
Superintendent Salary		\$170,379
Percent of District Budget		
Teacher Salaries	35%	33%
Administrative Salaries	7%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10201	2757	7444	93184
District	♦	♦	6147	
State	♦	♦	\$6,574	\$77,535
Percent Difference: School Site/District			21.1	
Percent Difference: School Site/ State			13.2	20.2

* Cells with ♦ do not require data.

Types of Services Funded

Terra Linda High School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. For the 2017-2018 school year, these programs and services included the following:

- Students at risk of not mastering grade-level standards are provided with intervention opportunities by each teacher within each lesson and by site teachers in tutorial periods, at lunchtime, and through after-school services.
- Structured ELD based on ELD standards for English Learners at CELDT levels 1-3 is provided via the Hampton Brown Edge and Inside USA curricular series.
- One-on-one and small group tutoring sessions in academic content areas are offered before and after school.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Terra Linda High School	2013-14	2014-15	2015-16
Dropout Rate	7.1	11.4	6.7
Graduation Rate	90.87	87.07	90.55
San Rafael City Schools	2013-14	2014-15	2015-16
Dropout Rate	8.9	10.7	12
Graduation Rate	88.07	86.25	84.94
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	417
% of pupils completing a CTE program and earning a high school diploma	20%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.57
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	52.74

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	3	♦
Social Science	1	♦
All courses	13	23.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	93.31	88.68	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	100	100	80.17
Asian	94.74	88.46	94.42
Filipino	100	100	93.76
Hispanic or Latino	85.87	82.77	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	97.44	94.62	90.99
Two or More Races	66.67	80	90.59
Socioeconomically Disadvantaged	93.1	81.36	63.9
English Learners	72.22	58.82	55.44
Students with Disabilities	91.36	84.19	85.45
Foster Youth	100	100	68.19

Career Technical Education Programs

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.