



La Costa Canyon High School

1 Maverick Way • Carlsbad, CA 92009 • 760-436-6136 • Grades 9-12

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

San Dieguito Union High School District

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District Governing Board

Beth Hergesheimer, President
Joyce Dalessandro, Vice President
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John Salazar, Trustee

District Administration

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Superintendent
Rick Schmitt
Superintendent
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Educational Services**
Eric Dill
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Torrie Norton
**Associate Superintendent, Human
Resources**
Jason Vilorio, Ed.D.
**Associate Superintendent,
Administrative Services**

School Description

An inclusive and energetic learning community, LCC prepares students to be 21st century innovators, driven learners, creative leaders, and exemplary citizens.

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 760-436-6136 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	425
Grade 10	526
Grade 11	496
Grade 12	537
Ungraded Secondary	29
Total Enrollment	2,013

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.5
Asian	5
Filipino	0.9
Hispanic or Latino	14.2
Native Hawaiian or Pacific Islander	0.3
White	76.7
Two or More Races	1.2
Socioeconomically Disadvantaged	9
English Learners	5.2
Students with Disabilities	13.7

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			
La Costa Canyon High School	13-14	14-15	15-16
With Full Credential	84	85	77
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Dieguito Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	538
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
La Costa Canyon 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	1

* "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	97.7	2.3
Districtwide		
All Schools	97.9	2.1
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	97.9	2.1

* 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)

We choose our textbooks from lists that have already been approved by state education officials. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2015–2016 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials Year and month in which data were collected: July, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Language of Literature adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra II, Adopted 2008; Geometry, Adopted 2009; Precalculus, Adopted 2008, SDUHSD developed materials The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Biology, Adopted 2007; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Economics: Principles and Practice, Adopted 2006; U.S. Government: Democracy in Action, Adopted 2006; The Americans: Reconstruction through the 21st Century, Adopted 2006; Modern World History: Patterns of Interaction, Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	All textbooks adopted 2007; Acting One, Experiencing Dance, A Sense of Dance; Developing Digital Short Films, Photography; Introduction to Digital Photography; Drawing: A Foundation; Art Fundamentals; Craft and Art of Clay; Artforms; Recording Music; Fundamentals of Music The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	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)

Our school includes 120 classrooms, six computer labs, a library media center, and audiovisual technology facilities. We also have a visual and performing arts building and music facility with music performance classrooms, a 470-seat performing arts center, a two-story gymnasium that seats 2,200, and a stadium that seats 5,000.

In 2014, LCC upgraded the school library, heating and air-condition units as well as infrastructure and wifi. In addition, installed short-throw projectors in all 120 classrooms.

In January 2011, we completed our solar energy project. To beautify our campus we added drought-tolerant landscaping in the spring of 2012. Solar energy powers 70 percent of our school's needs.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/17/15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	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

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	76	78	76	86	85	85	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 for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	60	77	44
Math	54	68	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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.10	29.60	45.80

* 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 by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	85
All Student at the School	76
Male	75
Female	77
Black or African American	--
American Indian or Alaska Native	--
Asian	87
Filipino	--
Hispanic or Latino	55
Native Hawaiian or Pacific Islander	--
White	79
Two or More Races	--
Socioeconomically Disadvantaged	36
English Learners	18
Students with Disabilities	39
Students Receiving Migrant Education Services	--
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	474	455	96.0	17	21	36	25
Male	11		229	48.3	21	26	30	21
Female	11		226	47.7	13	16	41	29
Black or African American	11		5	1.1	--	--	--	--
American Indian or Alaska Native	11		4	0.8	--	--	--	--
Asian	11		19	4.0	11	21	47	21
Filipino	11		7	1.5	--	--	--	--
Hispanic or Latino	11		57	12.0	44	21	21	9
White	11		353	74.5	14	20	37	29
Two or More Races	11		10	2.1	--	--	--	--
Socioeconomically Disadvantaged	11		45	9.5	47	22	22	4
English Learners	11		17	3.6	71	12	12	0
Students with Disabilities	11		46	9.7	46	41	11	0
Students Receiving Migrant Education Services	11		1	0.2	--	--	--	--

**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
Foster Youth	11	--	--	--	--	--	--	--

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	474	456	96.2	24	22	30	24
Male	11		230	48.5	26	22	26	26
Female	11		226	47.7	22	22	34	22
Black or African American	11		5	1.1	--	--	--	--
American Indian or Alaska Native	11		4	0.8	--	--	--	--
Asian	11		19	4.0	5	21	32	42
Filipino	11		7	1.5	--	--	--	--
Hispanic or Latino	11		58	12.2	59	28	3	10
White	11		353	74.5	18	20	35	26
Two or More Races	11		10	2.1	--	--	--	--
Socioeconomically Disadvantaged	11		47	9.9	53	32	6	6
English Learners	11		18	3.8	83	11	6	0
Students with Disabilities	11		45	9.5	73	18	7	0
Students Receiving Migrant Education Services	11		1	0.2	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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

Under the direction of the LCCHS Foundation, hundreds of parent volunteers and families support school programs and provide supplemental educational resources through membership drives and fund-raisers. Parents play an active part in a variety of school events. Parents volunteer regularly on campus and serve on various school committees such as School Site Council, Maverick Academic Boosters, and Maverick Athletic Boosters. We offer school-based meetings for Spanish-speaking parents through our English Language Advisory Committee (ELAC). To find out how you can support our school through the LCC Foundation, visit our school Web site at lc.sduhsd.net for more information.

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

We require all students to remain on campus, with the exception of seniors who have a permit to leave during lunch. Visitors must check in at the front desk and wear visitor badges while on campus. We have one campus supervisor, three assistant principals, and four counselors. Our school safety plan is updated annually and outlines regular fire, earthquake, and campus lock-down drills.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.71	1.20	1.39
Expulsions Rate	0.13	0.05	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.78	1.33	1.38
Expulsions Rate	0.05	0.03	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		100.0

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	26	26	27	34	33	25	2	4	7	49	48	48
Math	29	31	30	16	12	9	9	9	18	40	38	35
Science	32	32	29	6	10	9	7	4	18	42	41	30
SS	24	28	27	30	19	24	5	4	4	40	40	40

* 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	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	463

* 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.

Professional Development provided for Teachers

Teachers collaborate regularly within academic departments to discuss department goals and action plans to improve student achievement and course consistency. Administration conducts monthly professional development as well as department chair meetings to facilitate progress within the school's academic programs. Teacher department teams use staff development time to collaborate regularly. Late-start days, release time, and time after school is used to monitor student learning by creating assessments, analyze student achievement results, and develop systematic interventions to improve achievement.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,545	\$44,363
Mid-Range Teacher Salary	\$79,139	\$71,768
Highest Teacher Salary	\$99,546	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$128,404	\$121,276
Average Principal Salary (HS)	\$142,137	\$133,673
Superintendent Salary	\$222,737	\$210,998
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	5%	5%

* 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	\$5,138	\$711	\$4,427	\$61,360
District	◆	◆	\$6,146	\$79,667
State	◆	◆	\$5,348	\$74,908
Percent Difference: School Site/District			-28%	-15%
Percent Difference: School Site/ State			-19%	-17%

* Cells with ◆ do not require data.

Types of Services Funded

For the 2015-16 school year, LCC has worked collaboratively with the LCC Foundation to create an enrichment program after school that is open to all students. Credentialed teachers are available after school four days per week, including a Tuesday evening session, to support students in all curricular areas. The parent Foundation provides financial support to run the Academic Enrichment program for the entirety of the school year every Monday through Thursday. Through categorical achievement funds, LCC has established a "Newcomer's Academy" for EL learners that are new to the country. These students have smaller class sizes and additional enrichment in ELA and Math, and vocabulary development in Science and Social Science.

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	14	21	64	14	34	52
All Students at the School	19	25	55	18	39	43
Male	25	27	47	20	36	45
Female	13	23	65	16	42	42
Asian	13	13	74	4	17	78
Hispanic or Latino	47	29	24	44	30	26
White	13	26	61	12	42	46
Two or More Races				36	45	18

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
Socioeconomically Disadvantaged	56	20	24	52	38	10
English Learners	88	8	4	69	27	4
Students with Disabilities	72	23	4	67	31	2

* 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			
La Costa Canyon High School	2012-13	2013-14	2014-15
English-Language Arts	84	81	81
Mathematics	86	82	82
San Dieguito Union High School District	2012-13	2013-14	2014-15
English-Language Arts	87	65	68
Mathematics	87	67	69
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)			
La Costa Canyon High School	2011-12	2012-13	2013-14
Dropout Rate	2.10	1.30	2.10
Graduation Rate	96.09	97.50	97.01
San Dieguito Union High School District	2011-12	2012-13	2013-14
Dropout Rate	2.10	1.60	1.80
Graduation Rate	96.61	97.19	96.71
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	847
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	95.4	96.33	84.6
Black or African American	100	87.5	76
American Indian or Alaska Native	100	100	78.07
Asian	100	98.63	92.62
Filipino	100	100	96.49
Hispanic or Latino	81.48	88.62	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	98.31	97.68	89.93
Two or More Races	80	75	82.8
Socioeconomically Disadvantaged	91.38	84.89	61.28
English Learners	65.22	75.76	50.76
Students with Disabilities	82	100	81.36
Foster Youth	--	--	--

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	97.52
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	72.15

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	13	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	6	♦
Science	8	♦
Social Science	23	♦
All courses	54	1.7

* Where there are student course enrollments.

Career Technical Education Programs

Students who are 16 or older have the opportunity to develop skills and knowledge about various careers and occupations through non-paid internships in conjunction with regular classroom instruction. They complete a minimum of 100 hours of worksite experience, plus a minimum of 18 hours of related classroom instruction. Under the direction of the classroom teacher, students receive elective credit and valuable experience in the workplace. These internships cover marketing, firefighting, journalism, television, law, architecture, scientific research, medicine, software development, and small-business training. Our school has a partnership with Mira Costa College for dual credit in selected technical prep coursework.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. We enrolled 965 students in career technical education courses. Information about career technical education policy is available on the CDE Web site at cde.ca.gov.

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.