



Millennium Alternative High School

760 Magnolia Ave. • Piedmont, CA 94611-4029 • (510) 594-2702 • Grades 9-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Piedmont City Unified School District

760 Magnolia Ave.

Piedmont, CA 94611

(510) 594-2600

<http://www.piedmont.k12.ca.us/>

District Governing Board

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Technology**

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School Description

Millennium High School is an alternative high school located in Piedmont, a city of about 10,000 residents located in the hills above the San Francisco Bay Area. Millennium High School is located on the Piedmont High School campus and shares many resources with the school. Students at Millennium High School are challenged in small, interactive, non-competitive classes. Instruction is individualized and students work at their own pace to achieve mastery. Many opportunities are provided for experiential learning, self-directed projects, small group discussions, tutorials, community based learning, service learning, interdisciplinary and multiple intelligence instruction, flexible scheduling and personal counseling.

Millennium High School seeks to instill in our students a commitment to RISE, our student learner outcomes of RESPECT: Honor yourself, your commitments and your environment; IMPACT: Recognize your responsibilities with the community; SKILLS: Develop the academic and social abilities to achieve success; ENGAGE: Courageously take ownership of your personal growth and future. We are committed to supporting each student's personal and academic goals in an emotionally as well as physically safe environment. Students are recognized for and supported to develop strengths and talents unique to them as individuals as well as challenged to expand their areas of competence and comfort. We foster a climate where respect for the learning process is upheld by honoring the diversity of learning styles and emotional histories present in our students. We promote academic excellence and personal growth through our dedication to meeting the needs of our students, regardless of each one's level of proficiency. We create opportunities for our students to become active, engaged participants in their school and larger communities.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	9
Grade 10	13
Grade 11	22
Grade 12	21
Total Enrollment	65

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	15.4
American Indian or Alaska Native	1.5
Asian	6.2
Filipino	1.5
Hispanic or Latino	23.1
White	40
Two or More Races	12.3
Socioeconomically Disadvantaged	18.5
English Learners	6.2
Students with Disabilities	33.8

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 for Millennium Alternative	17-18	18-19	19-20
With Full Credential	10	10	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Piedmont City Unified	17-18	18-19	19-20
With Full Credential	♦	♦	166
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Millennium Alternative High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 2019-20)

Piedmont Unified School District sets a high priority upon ensuring that sufficient textbooks and instructional materials are available to support the school's instructional program. Piedmont Unified School district held a Public Hearing on September 25th, 2019 and determined that each school in the District has sufficient and good quality textbooks, instructional materials, and science lab equipment. All students, including English Learners, are given their own individual standard aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks.

For 2019-2020, all textbooks and instructional materials at Millennium High School were in adequate supply and fair to excellent condition. 100% of students in each core subject area possessed the necessary textbooks and instructional materials, including the deployment of Chromebooks for all students for access to online instructional materials.

Piedmont School District follows the State Board of Education's recommended adoption cycle for core content materials. Teachers in the District have the opportunity to review the textbooks and provide feedback. Recommendations for final adoption are submitted to the Board of Education for approval.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	No assigned textbooks; several fiction and nonfiction books The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Mathematics	Core Connections Series, CPM (College Preparatory Mathematics) Educational Program; Grades 9-11, adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Prentice Hall, Freeman 9-12th The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Prentice Hall adopted 2001 Glencoe 11th adopted 1991 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Spanish Avancemos 1,2,3 (Spanish, I, II, III grades 9-12) 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	Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Science Lab Equipment (9-12) All students a Millennium High school have access to a full science lab classroom and an adequate supply of science laboratory equipment within the science classrooms. Science lab equipment includes, but is not limited to: microscopes, ring stands, clamps, support strings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and Bunsen burners The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Millennium High School is located on the Piedmont High School campus. Piedmont High School was partially modernized in conjunction with the District's Seismic Safety Bond Program. The "30's" building was renovated, but other buildings on the campus, including the building housing MHS, were not deemed a seismic collapse hazard ("10's", "20's", "40's", "Alan Harvey Theater" and "Binks Gym"). They have not been modernized. Priorities for MHS maintenance are roof and Mechanical/HVAC repairs and replacement.

The passage of the H1 Bond in November 2016 has resulted in the design and construction of a new STEAM (Science, Technology, Engineering, Art, and Math) Building at PHS (expected completion in August 2020) and new Alan Harvey Theater (expected completion in August 2021).

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/15/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
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	Fair	Mechanical systems in 40's building are at end of their life span and need to be replaced. Some leaks exist in 40's building roofs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	40	36	87	87	50	50
Math	17	18	85	87	38	39

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.

School Year 2018-19 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	27	22	81.48	36.36
Male	12	11	91.67	18.18
Female	15	11	73.33	54.55
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	17	12	70.59	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	13	13	100.00	30.77

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.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	90	80	49
7	92	87	71
9	94	83	56

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	27	22	81.48	18.18
Male	12	11	91.67	0.00
Female	15	11	73.33	36.36
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	17	12	70.59	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	13	13	100.00	7.69

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 2019-20)

Piedmont Unified School District receives federal funding to support our unique learning community. One of our responsibilities under section 1118 of the Elementary and Secondary Education Act is to support meaningful parent participation. We work to engage parents in regular, two-way, and meaningful communication involving student academic learning and other school activities to insure the following:

- (A) that parents play an integral role in assisting their student's learning
- (B) that parents are encouraged to be actively involved in their student's education at school
- (C) that parents are full partners in their student's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their student
- (D) that we offer a flexible number of parental involvement opportunities so that as many parents as possible are able to attend
- (E) that we will provide materials to help parents work with their student to improve academic achievement as appropriate

At MHS, parents are able to be involved in the monthly School Site Council and the MHS Parent's Club. In 2018, we started parent counseling nights in the spring and an alternative career day in January featuring parents in less traditional careers.

Additionally parents can get involved at:

Piedmont Arts Fund: <https://piedmontartsfund.org/>

CHIME (performing arts): <http://www.piedmont.k12.ca.us/our-community/parent-involvement/#chime>

PRAISE (special education): <http://piedmontpraise.org/>

Piedmont Educational Foundation: <http://www.piedmontedfoundation.org/>

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

Safety of Students and staff is a primary concern of Millennium High School. To ensure student safety, supervision is provided on campus at all times. Teachers and campus security officers supervise students on campus before and after school, as well as during lunch and break periods. Any visitors to the school must be approved in advance by the Principal.

The School Comprehensive Safety Plan is reviewed each fall by the Millennium High School Advisory Board; any revisions are shared immediately with the staff. Key elements of the plan outline emergency evacuation procedures, sexual harassment policies, and codes of student behavior. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. All required forms of emergency drills are conducted on a regular basis throughout the school year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	4.6	4.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.6	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	65.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.1
Other	

* 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	13	5			12	5			12	6		
Mathematics	14	3			12	3			13	3		
Science	16	2	1		14	3			13	3		
Social Science	13	5			11	5			13	4	1	

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

PUSD staff members build their knowledge of curriculum and their repertoire of instructional strategies by participating in various types of professional learning: local and national conferences, on and off-site workshops, coaching cycles, and as members of professional learning communities. Prior to the 2016-17 school year, the District offered three staff development days annually where teachers were provided with a range of PD offerings on topics such as Common Core Standards training, differentiation, instructional technology, new math curriculum, and vertical alignment of standards instruction.

Beginning the 2016-17 school year, PUSD instituted a flexible professional development program, which allows all certificated staff to select the professional learning topic and structure that best fit their learning needs. The entire Millennium High School formed a professional learning community and did an in-depth study of differentiated instruction as a means of supporting students' learning needs. In 2019-20 all staff engaged in professional development on Executive Functioning through a partnership with Classroom Matters.

In 2017-20, the district continued their flexible professional development program. The district also began work in district-wide learning about social justice standards which all MHS staff participate in. Growing out of this work, MHS staff has engaged in ongoing professional learning with outside consultants around Restorative Justice. This PD has been before and after school.

New teachers participate in a full day professional development orientation are assigned a mentor as part of the Teacher Induction Program (TIP) or may participate with Teachers Engaged in Active Mentoring (TEAM). Tenured teachers can also participate in coaching by participating in Teachers Engaged in Active Mentoring (TEAM).

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,108	\$46,208
Mid-Range Teacher Salary	\$73,061	\$72,218
Highest Teacher Salary	\$94,014	\$92,742
Average Principal Salary (ES)	\$130,920	\$134,864
Average Principal Salary (MS)	\$133,882	\$118,220
Average Principal Salary (HS)	\$137,829	\$127,356
Superintendent Salary	\$220,564	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	33%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	18,354	3,811	14,544	88,815
District	N/A	N/A	10,472	84,299
State	N/A	N/A	7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	32.6	5.2
School Site/ State	63.8	19.6

Note: Cells with N/A values 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

Millennium High School utilizes Title I Funding to serve transfer students from Piedmont High School.

Instructional Materials

Federal, ECIA/ESEA/IASA

School Improvement Plan

Special Education Master Plan

Federal, Special Education, Entitlement per UDC

Federal, Special Education, Discretionary Funds

Title II, Parts A & D – Teacher Quality & Technology

Title IV, Safe and Drug Free Schools and Communities

Title V, Innovative Strategies

Title III, Funding passes through the a consortium of districts of which Piedmont Unified is a member.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Millennium Alternative High	2015-16	2016-17	2017-18
Dropout Rate	0	0	0
Graduation Rate	100	89.7	100

Rate for Piedmont City Unified School	2015-16	2016-17	2017-18
Dropout Rate	0.5	0	1
Graduation Rate	99.5	97.8	97.6

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

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

Career Technical Education Programs

There is no CTE program at MHS at this time. Students have access to CTE courses through secondary enrollments at Piedmont High School.

Partnering with the Contra Costa County Office of Education CTE/ROP program, the district offers several Career Technical Education courses, including Biotechnology, Computer Science, Journalism, and Culinary Arts at Piedmont High School. Through enrollment in CTE courses, students demonstrate effective skills in oral and written communication, demonstrate job skills, etiquette and work ethic valued by employers, demonstrate the ability to think critically and creatively about complex issues, and work productively both as individuals as as team members.

Teachers of these courses integrate core academic standards within their curriculum. Work-based learning opportunities such as guest speakers, field trips, and internships are an integral component of each course, which is accessible to all Piedmont High School students. The courses are evaluated annually through classroom observations, reports, and surveys.

PHS Principal Adam Littlefield and Director of Instructional Technology Stephanie Griffin serve as the lead representatives of the CTE Advisory Committee. The Advisory Committee consists of representatives from a variety of technology-related industries. CTE will play an integral role in the development of programs recommended for development in the new STEAM building (expected completion August 2020)

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).

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	95.71
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	83.33

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

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.