

Canyon Crest Academy

5951 Village Center Loop Rd • San Diego, CA 92130 • 858-350-0253 • Grades 9-12

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

San Dieguito Union High School District

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School Description

Canyon Crest Academy (CCA) is an outstanding learning community of approximately 2575 students in grades 9-12 who live throughout the San Dieguito Union High School District. CCA is a public "school of choice" where any student in the district can select the academy. Students are attracted to CCA to pursue specialized education in the arts, sciences, and technology; and to participate in real-world application of skills through established partnerships with local businesses and universities. Student achievement is strongly supported by parents and community members, who partner with school staff to enrich the academic experience for each child on our campus.

Since 2004, CCA has been a leader in achievement and performance for the district. CCA student accomplishments extend beyond the classroom as well. Students have earned accolades in diverse extra-curricular activities such as our nationally-ranked math team; San Diego County Science Fair, Science Olympiad, Siemens Science Competition and Intel Science Competition; our award-winning school publications; visual and performing arts, including a Grammy Signature School Enterprise Award and National Youth Theater Awards; and athletic teams that have competed in statewide championships. Dedicated and talented staff members collaborate across curriculum and embrace technology in support of student learning. The curriculum responds to evolving student interests and includes specialized and in-depth studies. Students are supported in taking intellectual and creative risks as they engage in their studies which enables them to be confident, life-long learners. Our students' creativity, commitment and exposure to rigorous academics have uniquely prepared them for success beyond Canyon Crest Academy.

CCA Mission Statement: CCA promotes a culture of empathy and cultivates gratitude. We sustain a balanced approach to education in an innovative learning environment. We champion a confident, compassionate student body that is ready to thrive in tomorrow's world.

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 9	693
Grade 10	642
Grade 11	640
Grade 12	601
Total Enrollment	2,576

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.4
Asian	30.8
Filipino	1.0
Hispanic or Latino	6.9
Native Hawaiian or Pacific Islander	0.1
White	57.4
Socioeconomically Disadvantaged	5.6
English Learners	1.3
Students with Disabilities	4.3
Foster Youth	0.0

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			
Canyon Crest Academy	16-17	17-18	18-19
With Full Credential	98	100	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
San Dieguito 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			
Canyon Crest Academy	16-17	17-18	18-19
Teachers of English Learners	0	0	
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: 2008	
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	Ongoing SDUHSD developed curriculum for Integrated Math 1-3 and Introduction to Calculus. 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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/1/18		
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	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.

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	87.0	90.0	81.0	80.0	48.0	50.0
Math	76.0	82.0	71.0	72.0	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 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.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	6.1	15.3	73.6

* 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 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	633	626	98.89	90.42
Male	298	295	98.99	88.14
Female	335	331	98.81	92.45
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	193	191	98.96	98.43
Filipino	--	--	--	--
Hispanic or Latino	50	49	98.00	87.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	353	349	98.87	87.39
Two or More Races	21	21	100.00	85.71
Socioeconomically Disadvantaged	33	31	93.94	80.65
English Learners	13	12	92.31	75.00
Students with Disabilities	30	28	93.33	60.71

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 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	633	624	98.58	81.89
Male	298	294	98.66	83.33
Female	335	330	98.51	80.61
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	193	191	98.96	97.91
Filipino	--	--	--	--
Hispanic or Latino	50	49	98	65.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	353	347	98.3	75.79
Two or More Races	21	21	100	90.48
Socioeconomically Disadvantaged	33	31	93.94	61.29
English Learners	13	12	92.31	66.67
Students with Disabilities	30	26	86.67	42.31

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)

The Canyon Crest Academy Foundation includes everyone in the Canyon Crest Academy community. CCA does not have a PTA, PTSA, or PTO. The foundation takes the place of those groups at our school and delivers many familiar services and raises funds for our school. The CCA Foundation raised in approximately \$1.9 million dollars during the 2017-2018 school year, and over the past three school years, they have donated nearly \$4 million dollars to enrich the educational experience for CCA students. The foundation provides funding and volunteer support for programs in the arts, technology, each of the academic disciplines, and athletics. It is unique in that, in addition to providing financial support, it develops community partnerships that will further enhance students' overall experience. For more information about parent involvement, please contact CCA Foundation Executive Director, Joanne Couvrette at joanne.couvrette@sduhsd.net.

Parents also have the opportunity to attend meetings with school staff members and parent workshops. Parents can meet with the school principal during "Coffee with Killeen." These meetings provide parents with an opportunity to hear about schoolwide events and initiatives and offer input. Parent support workshops are also offered throughout the year. These workshops aim to support parents in supporting their students academic, social, and emotional well-being at CCA. Parent representatives are also part of School Site Council and several are on District Advisory Boards. Communication between parents and the school is fostered through formal newsletters and social media channels. A weekly communication, called the CCA Connection goes out to parents each week and CCA maintains a Facebook Page called The Raven Report and a Twitter handle @CCARaven.

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

We developed our safety plan in accordance with district guidelines, and it includes a complete fire, evacuation, and lockdown strategy. We review safety-related issues in our monthly site safety meetings and in the monthly district safety meetings. The School Safety Plan is approved by our School Site Council annually. We assign staff members roles for each contingency, and we schedule practice drills in accordance with state and federal laws. As part of our safety plan, we hold regular fire, earthquake, lock-down, and 3 in 1 evacuation drills. Our classrooms have lock-blocks on the doors. Our safety plan has been shared with all faculty at the August staff development day, and each faculty member has a folder with the instructions in the event of an emergency. We receive support from local authorities, including the San Diego Police Department, who has assigned two resource officers to our area, and our local fire department and paramedics are adjacent to the campus. Fire authorities conduct regular fire inspections.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.8	0.8	1.0
Expulsions Rate	0.1	0.1	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.6	2.8	2.0
Expulsions Rate	0.1	0.1	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	6.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.2
Social Worker	.6
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	433

* 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	33.0	31.0	33.0	2	6	3	12	12	16	22	22	25
Mathematics	32.0	34.0	34.0	5	3	4	13	13	10	27	30	34
Science	32.0	33.0	35.0	3	4	3	9	12	3	20	19	37
Social Science	34.0	37.0	37.0	2	1		8	4	3	27	34	36

* 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

CCA teachers participate in staff development activities on 19 days when students come to school 90 minutes later than usual. Late Start days are based on Professional Learning Communities. We dedicate two full days to staff development prior to the first day of school as well as one day at the end of the semester. Staff development days focus on improving student achievement, strengthening student/staff connections, developing department curriculum, and cross-curricular projects. Site based professional development supports the goals of the School Plan for Student Achievement. The staff training activities are developed by a committee of teachers and administrators. Staff determine areas of focus, with input from students and parents. There are eight minimum (shortened) days. Minimum days are scheduled for semester and end-of-term finals. Math and English teachers attended workshops to devise programs that support lower-performing students. All those who teach AP classes attend a two-week summer training session.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$61,449	\$50,747
Mid-Range Teacher Salary	\$102,758	\$86,127
Highest Teacher Salary	\$125,797	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$154,312	\$136,636
Average Principal Salary (HS)	\$169,041	\$150,286
Superintendent Salary	\$235,400	\$238,058
Percent of District Budget		
Teacher Salaries	42.0	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/.

Types of Services Funded

The local control funding formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in place for roughly 40 years. For school districts, the LCFF establishes base, supplemental, and concentration grants in place of the many previously existing K–12 funding streams and most of the 50-plus state categorical programs that existed at the time. LCFF provides all districts with per-student base grant funding that varies slightly depending on grade level. Additionally, all districts receive per student supplemental grant funding which adds 20% to the base grant funding for each English-language learner, low-income student and foster youth student enrolled. Finally, districts in which English-learners, low-income students and foster youth exceed 55% of the total enrollment receive additional concentration grant funding equal to 50% of the base grant funding. San Dieguito Union High School District (SDUHSD) is not eligible for concentration funding because its enrollment does not exceed the 55% threshold. By law, supplemental and concentration grant funds must be used to increase and improve programs and services for English-learners, low-income students and foster youth.

SDUHSD schools offer a broad course of study which includes; intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners as well as CTE courses and pathways.

Additionally, SDUHSD schools offer services and supports for all students including; School Social Workers, READI program, School Counselors, School Psychologists, EL Lead Teachers, and Special Education Service Providers. We also offer tutoring, SST support, 504 support, IEP support, and EL support. Our master schedule includes support classes in academic literacy and mathematics.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,606	\$234	\$5,832	\$97,787
District	◆	◆	\$6,677	\$103,417
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-13.5	-5.6
Percent Difference: School Site/ State			-20.0	13.0

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Canyon Crest Academy	2014-15	2015-16	2016-17
Dropout Rate	0.0	0.0	0.2
Graduation Rate	99.3	99.8	99.6
San Dieguito Union High School District			
2014-15	2015-16	2016-17	
Dropout Rate	2.7	2.6	2.9
Graduation Rate	96.0	95.4	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	1,331
% of pupils completing a CTE program and earning a high school diploma	4.3%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	12%

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	99.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	92.3

* 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	3	♦
English	9	♦
Fine and Performing Arts	3	♦
Foreign Language	0	♦
Mathematics	13	♦
Science	15	♦
Social Science	28	♦
All courses	71	52.3

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	99.4	93.9	88.7
Black or African American	100.0	86.4	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	98.5	94.9
Filipino	100.0	95.5	93.5
Hispanic or Latino	97.4	85.2	86.5
Native Hawaiian/Pacific Islander	100.0	80.0	88.6
White	99.4	94.6	92.1
Two or More Races	100.0	96.2	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	0.0	34.3	56.7
Students with Disabilities	100.0	75.3	67.1
Foster Youth	0.0	0.0	74.1

Career Technical Education Programs

Career Technical Education (CTE) in the SDUHSD is a program of study involving a sequence of courses within an industry pathway that integrates core academic knowledge with technical skills. The career pathways are organized within 15 state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Students complete a career pathway by taking and passing courses in a single, defined pathway. All CTE pathway courses include student work based learning opportunities. SDUHSD CTE courses fulfill the “a–g” subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

Canyon Crest Academy offers 6 CTE pathway courses in the following industry sectors: Arts, Media and Entertainment, Business and Finance, Engineering and Architecture, and Information and Communications Technologies.

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.