



La Costa Canyon High School

1 Maverick Way • Carlsbad, CA 92009 • 760-436-6136 • 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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District Governing Board

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School Description

La Costa Canyon High School's mission is to be an inclusive, collaborative, and energetic learning community dedicated to preparing students to be creative innovators, exemplary citizens, compassionate leaders, and inquisitive life-long learners.

La Costa Canyon High School graduates will be:

I. Students who will acquire knowledge consistent with state standards.

II. Capable and Responsible Citizens Who:

- understand and appreciate their roles and responsibilities in our democratic society
- are responsible and accountable for their actions and choices
- demonstrate concern, tolerance, compassion, and respect
- understand the impact of human activities on the environment
- actively provide service to both the school and local communities
- understand the choices necessary to develop a healthy lifestyle

III. Self-Directed Lifelong Learners Who:

- are able to analyze and evaluate their own learning
- ask questions in order to solve problems
- are committed to excellence in their work
- understand the importance of new experiences and continual education
- demonstrate creative thought in problem solving
- possess the skills necessary to succeed in the global community
- effectively collaborate in a variety of learning environments

IV. Effective Communicators Who:

- are able to listen and communicate well in written, verbal, and nonverbal modes
- understand and use technology in communication
- show respect for diverse perspectives
- research, create, and evaluate in written, verbal, and artistic modes
- use communication skills to resolve conflicts through positive, non-violent alternatives

V. Creative and Critical Thinkers Who:

- successfully acquire, analyze, organize and apply information
- develop and express creative ideas and solutions
- examine moral, ethical, and cultural issues from multiple perspectives
- integrate and synthesize information across disciplines
- demonstrate growth in higher-level thinking skills

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	480
Grade 10	485
Grade 11	499
Grade 12	431
Ungraded Secondary	40
Total Enrollment	1,935

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.2
Asian	3.4
Filipino	1.0
Hispanic or Latino	16.0
Native Hawaiian or Pacific Islander	0.3
White	75.1
Socioeconomically Disadvantaged	12.5
English Learners	5.1
Students with Disabilities	14.3
Foster Youth	0.1

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			
La Costa Canyon High School	16-17	17-18	18-19
With Full Credential	85	86	
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			
La Costa Canyon High School	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: July, 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	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

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

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: 9/29/2017		
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	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/29/2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	77.0	65.0	81.0	80.0	48.0	50.0
Math	55.0	49.0	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	10.6	26.2	56.4

* 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	476	432	90.76	64.81
Male	239	218	91.21	59.17
Female	237	214	90.30	70.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100.00	80.00
Filipino	--	--	--	--
Hispanic or Latino	83	68	81.93	41.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	351	324	92.31	69.14
Two or More Races	13	11	84.62	72.73
Socioeconomically Disadvantaged	68	57	83.82	35.09
English Learners	32	23	71.88	13.04
Students with Disabilities	41	35	85.37	17.14

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	478	433	90.59	48.96
Male	241	221	91.7	48.87
Female	237	212	89.45	49.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	66.67
Filipino	--	--	--	--
Hispanic or Latino	83	72	86.75	25
Native Hawaiian or Pacific Islander	--	--	--	--
White	352	321	91.19	53.27
Two or More Races	13	11	84.62	45.45
Socioeconomically Disadvantaged	69	61	88.41	18.03
English Learners	32	27	84.38	0
Students with Disabilities	43	35	81.4	11.43

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)

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 and WASC. We offer school-based meetings for Spanish-speaking parents through our English Language Advisory Committee (ELAC). In addition, LCCHS works in partnership with parent liaisons to support the Special Education Strategic Plan and Wellness initiatives for our students.

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

La Costa Canyon High School's comprehensive safety plan is developed and reviewed annually with input from staff, district personnel, local fire/police, parents, and students within the first quarter of school. The plan is sent out to staff before school begins and highlighted for our staff during staff meetings and email communications during the first week of school. This year, LCC conducted an evacuation drills during the first week of school. In addition to our 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 through our recently added Raptor system. We have two full-time campus supervisor, three assistant principals, and four counselors. LCC encourages is students and staff to "See Something, Say Something" and is in the process of implementing the Sandy Hook Promise to increase the safety of our school.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	1.6	3.0	2.4
Expulsions Rate	0.1	0.3	0.1
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	4.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2.0
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	476

* 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	27.0	29.0	32.0	21	20	16	9	5	9	42	46	43
Mathematics	28.0	29.0	29.0	15	14	14	11	11	11	36	35	38
Science	29.0	33.0	33.0	10	6	6	9	9	5	32	34	40
Social Science	26.0	26.0	28.0	21	22	18	4	3	7	37	41	37

* 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

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. Departments use staff development time to collaborate regularly. Collaboration days are used to monitor student learning by creating assessments, analyze student achievement results, and to develop systematic interventions to improve student achievement.

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 pathway.

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. For the 2018-2019 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 during extended study period to support students in all curricular areas. The parent Foundation provides financial support to run the Academic Enrichment programs. Through categorical achievement funds, LCC has established a "Newcomer's Academy" for EL learners that are new to the country, in addition, a new bilingual aide. These students have smaller class sizes and additional enrichment in ELA and Math, and vocabulary development in Science and Social Science. In addition to these programs, categorical funding has also provided sections for "Academic Survival" courses which are used as an intervention for students requiring more support with math, English, and study skills.

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	\$6,806	\$463	\$6,343	\$101,415
District	♦	♦	\$6,229	\$103,417
State	♦	♦	\$7,125	\$85,815
Percent Difference: School Site/District			1.8	-2.0
Percent Difference: School Site/ State			-11.6	16.7

* 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)			
La Costa Canyon High School	2014-15	2015-16	2016-17
Dropout Rate	2.5	3.6	4.4
Graduation Rate	95.6	94.0	91.7
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	1149
% of pupils completing a CTE program and earning a high school diploma	33%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	15%

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	97.5
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	71.9

* 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	2	◆
English	8	◆
Fine and Performing Arts	4	◆
Foreign Language	1	◆
Mathematics	4	◆
Science	6	◆
Social Science	22	◆
All courses	47	42.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	91.2	93.9	88.7
Black or African American	100.0	86.4	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	98.5	94.9
Filipino	100.0	95.5	93.5
Hispanic or Latino	70.7	85.2	86.5
Native Hawaiian/Pacific Islander	100.0	80.0	88.6
White	95.0	94.6	92.1
Two or More Races	75.0	96.2	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	25.8	34.3	56.7
Students with Disabilities	64.9	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. CTE provides students with multiple pathways to college and careers. 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 (a) taking and passing two or more CTE courses in a single, defined pathway. Student internship opportunities are available within some of the advanced CTE courses. CTE courses at SDUHSD often 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.

La Costa Canyon High School offers CTE courses in the following industry sectors: Arts, Media and Entertainment, Business and Finance, Education Child Development and Family Services, Engineering and Architecture, Hospitality, Tourism and Recreation, and Information and Communication 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.