

# San Dieguito High School Academy

800 Santa Fe Drive • Encinitas, CA 92024 • 760-753-1121 • Grades 9-12

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### San Dieguito Union High School District

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#### District Governing Board

Amy Herman, President  
Joyce Dalessandro, Vice-President  
Beth Hergesheimer, Clerk  
Maureen "Mo" Muir, Trustee  
John Salazar, Trustee

#### District Administration

Eric R. Dill  
Superintendent  
Michael Grove, Ed.D.  
Associate Superintendent,  
Educational Services  
Mark Miller  
Associate Superintendent,  
Administrative Services  
Torrie Norton  
Associate Superintendent, Human  
Resources

### School Description

San Dieguito High School Academy is a learning community which nurtures the individual, promotes academic rigor, provides varied opportunities for success, values excellence, and celebrates creative expression. Principal's Message: San Dieguito H.S. Academy (SDA) is a school of choice for students in the San Dieguito Union High School District. We offer our students a challenging and relevant curriculum that is delivered by a caring staff, adult-student connections (because of our homeroom), and a flexible (4x4) schedule. Students have access to all courses, including Advanced Placement (AP), honors, and college prep, as well as a wide variety of electives. SDA received the California Distinguished School Award in the spring of 2010 and a six-year term of accreditation from the Western Association of Schools and Colleges in the spring of 2012.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	518
Grade 10	509
Grade 11	417
Grade 12	384
<b>Total Enrollment</b>	<b>1,828</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.7
Asian	5
Filipino	0.8
Hispanic or Latino	19.9
Native Hawaiian or Pacific Islander	0.1
White	71.7
Two or More Races	1.6
Socioeconomically Disadvantaged	13.8
English Learners	3
Students with Disabilities	10.1
Foster Youth	0

## 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			
San Dieguito High School Academy	14-15	15-16	16-17
With Full Credential	75	75	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
San Dieguito Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
San Dieguito High School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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

2015-16 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	97.1	2.9
Districtwide		
All Schools	98.2	1.8
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	98.2	1.8

\* 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 2016-17)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

Textbooks and Instructional Materials Year and month in which data were collected: July, 2016	
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
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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Our older buildings range from 30 to 68 years old, and most are showing their age. We have remodeled school offices, some classrooms, and recently completed construction of a new library, biotech lab, and TV studio/ classroom. We built new student rest rooms in the gym area. Our staff and student parking areas have been upgraded and expanded. We have refurbished student bathrooms and walkways, and we improved the infrastructure to allow us to accommodate more advanced technology. We completed a new state-of-the-art visual and performing arts center and related classroom facilities.

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: 8/8/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/8/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	79	89	77	80	44	48
Math	58	64	68	71	34	36

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	78	75	79	85	85	84	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	12	30.4	51.5

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	503	481	95.6	79.4
Male	255	242	94.9	80.6
Female	248	239	96.4	78.2
Asian	35	32	91.4	87.5
Hispanic or Latino	97	91	93.8	53.9
White	361	349	96.7	85.4
Socioeconomically Disadvantaged	81	76	93.8	51.3
English Learners	28	25	89.3	8.0
Students with Disabilities	61	53	86.9	45.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	406	386	95.1	88.5
Male	11	217	206	94.9	82.9
Female	11	189	180	95.2	95.0
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	21	21	100.0	95.2
Filipino	11	--	--	--	--
Hispanic or Latino	11	82	82	100.0	79.0
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	288	269	93.4	91.4
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	43	43	100.0	67.4
English Learners	11	16	16	100.0	25.0
Students with Disabilities	11	45	41	91.1	62.5
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	11	406	385	94.8	63.7
Male	11	217	206	94.9	60.0
Female	11	189	179	94.7	68.0
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	21	21	100.0	95.2
Filipino	11	--	--	--	--
Hispanic or Latino	11	82	82	100.0	35.8
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	288	268	93.1	70.4
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	43	43	100.0	20.9
English Learners	11	16	16	100.0	6.3
Students with Disabilities	11	45	41	91.1	25.0
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)

We work collaboratively with parents and encourage them to participate as active partners in their children's academic and extracurricular school experiences. We have more than 450 parent volunteers, and more than a third of our students' families have joined our foundation. Parents are also highly involved in our Music Council, School Site Council (SSC), Athletic Council, Student Support Council, Theater Council, and Academic Council. Our Spanish-speaking parents meet monthly with the principal to discuss school- and student-related issues. Our school Web site provides an abundance of information on how parents can be involved in their children's education. Parents are invited to attend monthly open forums with the principal, entitled First Fridays. We inform parents via weekly emails, all-call alerts, weekly bulletin, and parent newsletter to keep them updated on school activities and opportunities for their involvement.

#### 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

The staff monitors parking lots, hallways, and the lunch area before and after school and during lunch and passing periods. All visitors must check in at the office and wear a visitor's pass while on school grounds. Our campus supervisor monitors our campus and parking lots. We conduct monthly fire, lockdown, and earthquake drills, and we hold monthly safety meetings with parent, student, and staff representatives. In a working partnership with the sheriff's department, parents and students take part in a program entitled Start Smart, designed to educate new drivers. Our school safety plan is updated yearly and approved by the School Site Council.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.7	1.2	1.7
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.3	1.4	1.6
Expulsions Rate	0.0	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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		66.7

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	2.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	450

\* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	34	29	33	3	9	5	7	6	21	22	23	42
Mathematics	34	28	30	2	5	9	8	14	20	16	11	31
Science	32	34	32	2	1	3	6	5	25	14	17	23
Social Science	35	30	34	3	5	3	4	4	11	19	19	49

\* 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

Our teachers collaborate frequently in department, course-alike, and faculty meetings. We also provide monthly late-start days throughout the school year, which provides the staff with additional collaboration time and the opportunity to meet in professional learning communities. Our weekly hour lunches are used for staff and department meetings. During these days, staff members have the opportunity to discuss instruction, assessments, curricular issues, and student support.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,545	\$46,184
Mid-Range Teacher Salary	\$79,139	\$75,179
Highest Teacher Salary	\$99,546	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$128,815	\$124,243
Average Principal Salary (HS)	\$142,821	\$137,939
Superintendent Salary	\$222,737	\$217,637
Percent of District Budget		
Teacher Salaries	38%	35%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state's tests, (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests, (c) an API of at least 740 or growth of at least one point, (d) the graduation rate for the graduating class must meet or exceed 90 percent (or satisfy alternate improvement criteria).

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
San Dieguito High School Academy	2011-12	2013-14	2014-15
Dropout Rate	1.00	1.00	0.30
Graduation Rate	98.43	99.03	99.10
San Dieguito Union High School District	2011-12	2013-14	2014-15
Dropout Rate	1.60	1.80	2.70
Graduation Rate	97.19	96.71	95.96
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1567
% of pupils completing a CTE program and earning a high school diploma	40%
% 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
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	99.51
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	70.1

\* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,449	\$756	\$4,693	\$65,893
District	♦	♦	\$6,146	\$79,161
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-24%	-9%
Percent Difference: School Site/ State			-14%	-11%

\* Cells with ♦ do not require data.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	♦
English	2	♦
Fine and Performing Arts	3	♦
Foreign Language	2	♦
Mathematics	2	♦
Science	4	♦
Social Science	7	♦
All courses	20	42

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	97	95	86
Black or African American	50	88	78
American Indian or Alaska Native	0	75	78
Asian	100	99	93
Filipino	100	100	93
Hispanic or Latino	95	89	83
Native Hawaiian/Pacific Islander	100	100	85
White	98	96	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	89	85	66
English Learners	77	41	54
Students with Disabilities	100	100	78



### **Career Technical Education Programs**

Our counselors help students prepare for a variety of occupations. Several programs prepare students to enter the workforce, including our Technology Wheel for ninth graders, job shadowing, an internship program for eleventh and twelfth graders, and a schoolwide Speaker's Bureau to connect careers to high school courses. As part of our school-to-work technology program, students learn about architecture, business management and ownership, computer graphics, wood technology, manufacturing, photographic imaging, automotive repair, video and film production, and careers in the healthcare industry. Job shadowing, apprenticeships, and internships allow students to explore professions, learn job skills, and gain work experience. We are also in the process of developing and implementing Career Pathway strands within our curriculum, which will allow students to fulfill college preparatory curriculum while gaining career-related skills, experiences, and knowledge in areas such as biotechnology, arts, media, and entertainment.

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. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 1,057 students in career technical education courses.

San Dieguito Academy boasts a Career Pathways committee that promotes career awareness and development of workplace skills. We have developed an extensive Speaker's Bureau, connecting careers to individual courses. Each semester a group of teachers visits a worksite to see first-hand the world of work that students are being prepared for, including business in information technology, healthcare, and environmental management. Students participate in a variety of internships, including paid internships in biotechnology and healthcare. You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site at [cde.ca.gov](http://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 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.