



# Carmel Valley Middle School

3800 Mykonos Lane • San Diego, CA 92130 • 858-481-8221 • Grades 7-8

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

### San Dieguito Union High School District

710 Encinitas Blvd.  
Encinitas, CA 92024  
(760) 753-6491  
[www.sduhsd.net](http://www.sduhsd.net)

#### District Governing Board

Beth Hergesheimer, President

Maureen "Mo" Muir, Vice-President

Melisse Mossy, Clerk

Joyce Dalessandro, Trustee

Kristin Gibson, Trustee

#### District Administration

Robert A. Haley, Ed.D.,  
Superintendent

#### **Superintendent**

Mark Miller

#### **Deputy Superintendent**

Bryan Marcus

#### **Associate Superintendent, Educational Services**

Tina Douglas

#### **Associate Superintendent, Business Services**

Cindy Frazee

#### **Associate Superintendent, Human Resources**

### School Description

Our mission is to educate our students in a safe and challenging learning environment to become life-long learners who will be resourceful, responsible, and compassionate community members.

CARMEL VALLEY MIDDLE SCHOOL CORE VALUES: The pioneering spirit of Carmel Valley Middle School leads us to value...

STUDENT FOCUS: We provide a caring, student-centered community that encourages students to become well-rounded, responsible members of society.

ACADEMICS: We provide a challenging academic environment that empowers students to reach their potential, develop real-life applications, and embrace life-long learning.

PROFESSIONALISM: We are a professional staff that practices respectful interactions, shared decision-making, and continuous collaboration.

COMMUNICATION: We are committed to open, honest, and respectful communication among students, staff, parents, and community.

SAFE AND SECURE ENVIRONMENT: We provide an environment that is physically and emotionally safe and secure, one that fosters self-expression, respects individuality, and accepts diversity.

Principal's Message: Carmel Valley Middle School (CVMS) opened in 1999 and celebrates its 21st year of excellence in education. CVMS currently serves approximately 1,067 students in a dynamic and highly involved community. Our mission is to educate our students to become lifelong learners who will be resourceful, responsible, and compassionate community members. Our wellness goals focus on making middle school a supportive and enjoyable transition while encouraging high academic achievement. Over 20 student clubs and activities help students feel connected on campus. Outstanding teachers and an involved and supportive parent community create a learning environment that is safe and respectful, offering each student a variety of opportunities to succeed. Staff collaborate on a regular basis using the formative process to inform instruction, reteach and individualized student needs. In 2003, 2009 and 2013, CVMS was named a California Distinguished School. Last year, Carmel Valley Middle School was named a National Blue Ribbon School.

## 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 7	553
Grade 8	582
<b>Total Enrollment</b>	<b>1,135</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
Asian	33.1
Filipino	1.2
Hispanic or Latino	10.9
Native Hawaiian or Pacific Islander	0.2
White	45.8
Two or More Races	8.1
Socioeconomically Disadvantaged	8.5
English Learners	6.7
Students with Disabilities	9.3
Foster Youth	0.1
Homeless	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 for Carmel Valley Middle	17-18	18-19	19-20
With Full Credential	49		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		

Teacher Credentials for San Dieguito Union	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Carmel Valley Middle School

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

We choose our textbooks from lists that have already been approved by state education officials.

**Textbooks and Instructional Materials**

Year and month in which data were collected: 2008

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Holt Literature and Language Arts 7,8 adopted 2003 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	SDUHSD developed materials <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	District piloting materials for adoption in 2020-21 year <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	U.S. History: Independence to 1914, Adopted 2006; World History: Medieval to Early Modern Times, Adopted 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

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

Our school accommodates approximately 1,160 students. The buildings are attractive and well equipped with furnishings and current technology. Maintenance of the school is ongoing and is excellent. We also have a full-size gym, fully equipped science lab classrooms, and a performing arts center. We share the site with a Boys and Girls Club and have joint use of the gym. In 2010, new benches, lunch tables, and a shade structure were added to the grounds. In the spring of 2018, there were upgrades done to the Performing Arts Center and drama classroom. A new building was opened for use in August 2018, which houses a state of the art music classroom and two additional classrooms for general use. This school year opened with new solar panels installed in the parking lots, as well as our athletic fields and track remodeled.

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: 8/1/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	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>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Exemplary 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	85	86	80	80	50	50
Math	83	84	72	72	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.

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
7	3.7	17.5	75.3

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 - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	1125	1115	99.11	86.25
Male	554	549	99.10	83.06
Female	571	566	99.12	89.36
Black or African American	--	--	--	--
Asian	379	374	98.68	88.24
Filipino	--	--	--	--
Hispanic or Latino	123	123	100.00	73.98
Native Hawaiian or Pacific Islander	--	--	--	--
White	510	506	99.22	86.14
Two or More Races	98	97	98.98	95.83
Socioeconomically Disadvantaged	106	105	99.06	68.57
English Learners	110	108	98.18	48.15
Students with Disabilities	98	96	97.96	58.33
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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 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	1125	1108	98.49	84.37
Male	554	546	98.56	85.32
Female	571	562	98.42	83.45
Black or African American	--	--	--	--
Asian	379	374	98.68	95.99
Filipino	--	--	--	--
Hispanic or Latino	123	121	98.37	66.12
Native Hawaiian or Pacific Islander	--	--	--	--
White	510	501	98.24	79.60
Two or More Races	98	97	98.98	89.69
Socioeconomically Disadvantaged	106	104	98.11	63.46
English Learners	110	108	98.18	76.85
Students with Disabilities	98	93	94.90	44.09
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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)

CVMS is fortunate to have active parents, many of whom are part of the PTSA, which coordinates the parent volunteer program. More than 200 parents regularly volunteer on campus. We especially appreciate their coordination of Career Day, Spirit Day, the Reflections arts program, Science Olympiad, Math League, the Spelling Bee, Talent Show, Red Ribbon Week, community service projects, Giving PAWS, and eighth grade promotion. The PTSA supports teachers with a mini-grant program, Staff Appreciation Week, appreciation events throughout the year, and the funding of requests from departments. Parents also participate on School Site Council, the Safety Committee, Wellness Committee, Music Boosters, and the English Learner Advisory Committee. At the district level, parents serve as representatives for Carmel Valley Middle School on the Safety and Wellness Committee, Special Education Parent Advisory Group, Parent Curriculum Advisory Committee, and Parent District Council. We invite you to visit our office for information about volunteering at CVMS. The contact person for parent involvement is Principal Vicki Kim.

#### 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 strictly enforce school rules, which we send home annually and include in the agenda planner given to each student. Hard copies of the school site safety plans are also available for each teacher in their classroom emergency binders, and an abbreviated version for public viewing in the main office. The safety committee includes an assistant principal, a teacher, a custodian, a parent, a campus supervisor, a parent representative and a San Diego Police Department School Resource Officer when available. The committee meets bi-monthly (after each district safety meeting), and it evaluates our site safety plan regularly. Some members of the committee assist in running the required / scheduled safety drills. The administrative team, campus supervisors, staff volunteers, and parents supervise our closed campus before and after school and at lunch. Every classroom has a PA system, a (IP)telephone, and internet access for email. The safety plan is reviewed with staff (and specific emergency team members) on an annual basis with updates given throughout the year as needed. The Safety Plan for 2019-20 was reviewed on August 23, 2019 with all staff. The School Site Safety Team reviewed and approved the school site safety plan on September 13, 2019. At the October 15th 2019 School Site Council Meeting (which includes student representatives), it was voted on and approved to delegate approval of the site safety plan to the School Site Safety Team.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.8	1.3	1.5
Expulsions Rate	0.2	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.8	2.0	1.8
Expulsions Rate	0.1	0.1	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*	709.4

\* 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)	1.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	
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 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	31	5	13	23	30	2	22	15	30	3	20	15
Mathematics	31	4	16	17	31	4	16	18	31	5	15	17
Science	32	1	16	21	33		15	22	32		15	22
Social Science	33	1	7	27	34		4	30	33		8	26

\* 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			

This year the district will hold one district-wide day of curriculum workshops for all departments before the start of the school year. CVMS will host the second day in late January for all its staff. These days focus on curriculum training in relation to state standards, assessment, and best classroom practices. CVMS has sixteen late start days for professional learning community (PLC) collaboration and professional development activities. PLC topics include standards for teaching and learning, development of formative curriculum-based assessments, test data analysis, California Content Standards, effective instructional strategies, technology, safety, schedules, and student concerns. Professional development is delivered through all staff meetings, department meetings, and course-alike PLCs. Teachers are also encouraged to attend conferences that are relevant to their content area or overall teaching. Last year, CVMS held a Wellness Fair for staff to introduce resources and learning for staff around self-care, so that they may be able to better provide a positive learning environment for their students. Teachers are supported throughout implementation through the evaluation process, through classroom visits, and through an analysis of student performance data and survey data. PTSA followed suit and also held a Wellness Fair for parents during an evening event. CVMS hopes to continue to hold this Wellness Fair annually.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$61,756	\$52,466
Mid-Range Teacher Salary	\$103,272	\$87,373
Highest Teacher Salary	\$126,426	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$155,705	\$142,025
Average Principal Salary (HS)	\$172,215	\$153,904
Superintendent Salary	\$241,610	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	33%
Administrative Salaries	5%	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/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6391.47	\$296	\$6095.47	\$103,686
District	N/A	N/A	\$6,678	\$103,164.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.1	0.3
School Site/ State	-15.6	18.9

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

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. CVMS offers courses to serve the various levels of our English Learners. We offer Sheltered English, Social Studies, and Science, as well as ELD and ELD Support. CVMS also offers courses to support students in the general education curriculum who are struggling academically or social/emotionally. The classes offered to these students are College Readiness which specifically builds skills and knowledge with students to help them be more prepared for college prep curriculum, Math Skills which supports students in seventh grade math and also with general study skills needs, and Study Skills for eighth graders who need academic and emotional/social support to be successful in classes. Many of these classes are funded by non-formula funds. CVMS also offers support through Academic Power Hour two days a week after school where teachers and high school tutors assist students.

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>.

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

Rate for Carmel Valley Middle School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for San Dieguito Union High	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

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	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

### 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	35
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

### 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.

**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.