



# Oak Crest Middle School

675 Balour Drive • Encinitas, CA 92024 • 760-753-6241 • 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**

Bryan Marcus

#### **Deputy Superintendent**

Bryan Marcus

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

Tina Douglas

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

Cindy Frazee

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

### School Description

Oak Crest Middle School is an academic learning community that nurtures the individual, celebrates academic excellence, promotes opportunities for success via academic intervention, and values student social-emotional wellness. Oak Crest Middle School's dynamic staff provides all students with high-quality instruction, utilizing engaging curriculum, in a safe, supportive environment, focused on preparing students for their futures. OCMS values Student Connectedness, Social Emotional Learning, and College and Career Readiness and devotes time in Homeroom to learn, grow, and develop in these areas. OCMS offers semester-long elective courses allowing students more choice to be engaged and inspired by our unique elective course offerings. Oak Crest Middle School continues to focus on the success of ALL students, ensuring that they are engaged, inspired, and prepared for college and beyond.

OCMS is a school-wide Title 1 designated school with goals and focuses that are reviewed annually.

## 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	375
Grade 8	361
<b>Total Enrollment</b>	<b>736</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.5
Asian	2.4
Filipino	0.8
Hispanic or Latino	23.2
Native Hawaiian or Pacific Islander	0.1
White	69
Two or More Races	2.6
Socioeconomically Disadvantaged	21.5
English Learners	9
Students with Disabilities	16.3
Foster Youth	0.1
Homeless	0.4

## 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 Oak Crest Middle	17-18	18-19	19-20
With Full Credential	33	36	42
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	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 Oak Crest Middle School

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

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: July, 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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
Mathematics	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
Science	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
History-Social Science	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
Foreign Language	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
Health	<b>Percent of students lacking their own assigned textbook:</b> 0
Visual and Performing Arts	Acting One, Experiencing Dance, Design!; <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	<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)

##### 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	
<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>		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	Exemplary 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. 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	73	77	80	80	50	50
Math	60	63	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	11.1	22.8	53.6

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	727	703	96.70	76.96
Male	387	372	96.12	70.43
Female	340	331	97.35	84.29
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.00	78.95
Filipino	--	--	--	--
Hispanic or Latino	175	160	91.43	53.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	494	486	98.38	83.74
Two or More Races	20	20	100.00	95.00
Socioeconomically Disadvantaged	170	155	91.18	52.26
English Learners	99	85	85.86	32.94
Students with Disabilities	107	103	96.26	34.95
Foster Youth	--	--	--	--
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	727	699	96.15	62.80
Male	387	370	95.61	63.24
Female	340	329	96.76	62.31
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.00	63.16
Filipino	--	--	--	--
Hispanic or Latino	175	160	91.43	36.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	494	483	97.77	70.81
Two or More Races	20	19	95.00	84.21
Socioeconomically Disadvantaged	170	154	90.59	35.71
English Learners	99	85	85.86	24.71
Students with Disabilities	107	102	95.33	19.61
Foster Youth	--	--	--	--
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)

Oak Crest Middle School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents and updated periodically to meet the changing needs of parents and the school. (20 U.S.C. § 6318[b][1]). This policy describes how the school will carry out designated Title I, Part A parent and family engagement requirements (20 U.S.C. § 6318[b][1])

Principal's Coffee Dates provide parents with updates about school events, testing, etc. and is held the last Friday morning of every month.

The Parent Resource Center offers parents support in accessing AERIES, teacher websites, and answers any questions parents may have. Information about community supports are also available. The Parent Resource center is open Wednesdays and rotates between morning and afternoon hours.

Parent Education Nights provide parents with detailed steps for supporting students' academic progress in the evening. All parents are welcomed, but personal invitations are sent to parents whose student is struggling in one or more classes. These meetings are held approximately 9 weeks into the fall semester.

ELAC meetings are held in conjunction with the high school meetings in order to make transportation and participation more convenient for parents. Meetings are held on the 4th Tuesday of the month at 6:30 PM in the San Dieguito Academy Learning Commons 5 times per school year.

The school provides support for parent and family member involvement activities such as a Social-Emotional/Wellness committee with parents involved for volunteer activities, NGSS parent nights, Parent forums on various topics, Parent foundation meetings and School Site Council.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the following practices have been established (20 U.S.C. § 6318[e]):

The school provides assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, state and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Describe the activities the school will carry out to address this requirement:

- Registration Evening
- Principal's Coffee Dates
- The Parent Resource Center
- Parent Education Nights
- ELAC meetings
- Student Study Team

The school provides materials and training to help parents work with their children to improve their children's achievement (20 U.S.C. § 6318[e][2])

Describe the activities the school will carry out to address this requirement:

- The Parent Resource Center
- Parent Education Nights
- ELAC meetings

**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**

OCMS reviews and updates the comprehensive school safety plan by March 1 of each year. Every July each school shall report on the status of its school safety plan, including a description of its key elements, and provide this information in their annual SARC prepared pursuant to EC sections 33126 and 35256.

Safe Schools: A Planning Guide for Action, 2002 Edition, provides a two-component model and step-by-step guidance for schools to develop a comprehensive safe school plan. It also reviews the legal requirements and the benefits of safety planning to help schools annually revise and amend their safe school plan. This document is available for purchase from the CDE Press Office on the CDE Educational Resources Catalog web page at <https://www.cde.ca.gov/re/pn/rc/>. Other resources related to school safety planning are available on the CDE Violence Prevention web page at <https://www.cde.ca.gov/lv/ss/vp/>.

The San Dieguito Union High School District maintains a district-level safety team to address and coordinate issues of concern to the entire District. Comprised of representatives from each campus and members of the District's leadership team, the group is managed by SDUHSD Risk Management.

Each school site has a School Safety team with a site School Safety Coordinator who leads the committee that meets to review ongoing safety concerns, to maintain the Crisis Response Plan, and to ensure consistent review of Disaster Response Plan and implementation of drills. SSC will review and sign off on the Safety Plan on November 19, 2019. Site Safety Committee reviews the plan in the spring for the following school year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.7	4.2	5.2
Expulsions Rate	0.1	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*	736.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
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	29	4	11	10	28	5	15	6	27	6	17	5
Mathematics	26	5	20	3	26	7	12	8	27	6	13	9
Science	33		8	15	33		5	17	32		13	11
Social Science	33		9	12	34		4	16	32		11	11

\* 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	46	32	

The focus for professional development continues to be on student achievement and success for all learners, as aligned with our school goals. The administration and staff at Oak Crest are committed to Professional Learning Communities (PLC) and support this work bi-monthly with an early release bell schedule for staff and students. This time provides departments with opportunities to collaborate, reflect, and revise practices to best meet the needs of all learners, as well as to utilize data to best support instruction for all students. In addition to the time dedicated to PLC's, teachers are provided with district-led professional development opportunities. These days are focused on content area development and collaboration with teachers district-wide. Finally, teachers are also provided with the opportunity, throughout the school year, to attend professional development workshops with content area experts, focused on universal teaching and learning strategies to benefit all students.

Teachers at OCMS are also provided with the opportunity to request Professional Learning time, dedicated towards collaboration, as related to school goals.



**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/).

**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.

Restricted funding for OCMS includes Title I, Part A funds used to upgrade the entire educational program of the school through a School-wide Program. Title I funded programs and services include; supplemental support courses in English and math, Intervention Coordinator, supplemental instructional materials, professional development for staff as well as parent engagement activities. Currently, OCMS operates as a Title I school-wide program. A school-wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. Student intervention opportunities currently include before and after school math help, as a supplement for classroom instruction, Academic Lab support classes, targeted intervention courses, and English Language and reading support courses. Student achievement continues to be monitored with the use of case managers and a Title 1/ELD Coordinator, focusing on attendance, grades, and social-emotional needs.

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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,966	\$877	\$7,089	\$111,113
District	N/A	N/A	\$6.229	\$103,164.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	199.6	7.2
School Site/ State	-0.5	25.7

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.

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

Rate for Oak Crest 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	

#### 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.

#### 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	18.89
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.