



# Shasta Charter Academy

307 Park Marina Circle • Redding, CA 96001 • (530) 245-2600 • Grades 12-Sep  
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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### Shasta Union High School District

2200 Eureka Way, Ste. B  
Redding  
(530) 241-3261  
www.suhisd.net

#### District Governing Board

Joe Ayer  
**President**

Constance Pepple  
**President -Elect**

Ron Zufall, DDS  
**Clerk**

Ron Zufall  
**Member**

Greg Hartt, MD PhD  
**Member**

Jamie Vericker

#### District Administration

Jim Cloney  
**Superintendent**

Milan Woolard  
**Associate Superintendent,  
Instructional Services**

Jason Rubin  
**Associate Superintendent, Human  
Resources**

David Flores  
**Chief Business Official**

### Principal's Message

Shasta Charter Academy (SCA), is a charter school that uses the Personalized Learning methodology, in which a credentialed teacher works with each student and the student's parent/s to develop an individualized curriculum that draws from a variety of learning methods. As this learning team works together, each student is encouraged to reach his or her own goals using preferred learning styles.

All learning options include a heavy emphasis on family involvement in the student's learning. Students enrolled at SCA may choose from the following learning options:

- Homeschooling
- Classes on the SCA campus that occur on a collegiate style schedule. Offerings include math, science, art, and technology classes as well as math tutoring.
- Courses at Shasta Community College
- Online courses
- Community-based learning
- Shasta Union High School District campuses

SCA continues to explore new and creative learning methods and works with each student to accomplish his or her education and career goals to be the adult he or she wants to be.

Benjamin Claassen, Director/ Superintendent

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	58
Grade 10	62
Grade 11	72
Grade 12	85
<b>Total Enrollment</b>	<b>277</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
Asian	0.7
Filipino	0.7
Hispanic or Latino	9.4
White	77.6
Two or More Races	8.3
Socioeconomically Disadvantaged	33.6
Students with Disabilities	12.3
Foster Youth	0.4
Homeless	1.8

## 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 Shasta Charter	18-19	19-20	20-21
With Full Credential	14	15	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Shasta Union High	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Shasta Charter Academy

Indicator	18-19	19-20	20-21
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 2020-21)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

#### Textbooks and Instructional Materials

Year and month in which data were collected: 2019/12

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	English 9: "Collections 9", Houghton Mifflin Harcourt, 2015 English 10: "Collections 10", Houghton Mifflin Harcourt, 2015 English 11: "Collections 11", Houghton Mifflin Harcourt, 2015 English 12: "Collections 12", Houghton Mifflin Harcourt, 2015 English 9: "Pathways" - Perfection Learning 2008 English 10: "Reading the World" - Perfection Learning - 2003 English 11: "American Short Stories" - Perfection Learning 2003 Easy Grammar: Plus, Easy Grammar Systems 2007 Writer's Inc, Houghton Mifflin 2001  <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>	"Algebra 1" - Big Ideas Learning - 2019 "Geometry" - Big Ideas Learning - 2019 "Algebra 2" - Big Ideas Learning - 2019  <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>	CP and non-CP Earth Science: "Inspire Earth Science" - McGraw Hill 2020 CP and non-CP Biology: "Inspire Biology" - McGraw Hill 2020 Honors Chemistry: "Chemistry: Concepts and Applications" - Glencoe 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Career Choices: "Career Choices" - Academic Innovations 2016 CP and non-CP Introduction to Social Science: "Global Geography" - Houghton Mifflin Harcourt 2019 Honors, CP and non-CP Modern World History: "Modern World History" - Houghton Mifflin Harcourt 2019 Honors, CP and non-CP United States History: "American History" - Houghton Mifflin Harcourt 2019 CP and non-CP Government - Our Democracy - Glencoe 2016 CP and non-CP Economics - Understanding Economics - Glencoe 2016  <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>	Odysseyware <b>The textbooks listed are from most recent adoption:</b> Yes
<b>Visual and Performing Arts</b>	Creating and Understanding Drawing, Glencoe 2001 Art Talk, Glencoe 2000 Art in Focus, Glencoe 2000  <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)

Shasta Charter Academy is located at its new resource center at 307 and 333 Park Marina Circle, as of January 2017. The current building were initially constructed in 1984 and after the charter school purchased the buildings, a major remodeling of the buildings was undertaken. Work completed in December 2016. The school is currently housed in 2 buildings totaling 18,500 square feet. The new facility exceeds current school needs in order to meet anticipated future needs of the school and is in excellent condition.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/12/20

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>	<b>Exemplary</b>	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	63	N/A	50	N/A
Math	30	N/A	47	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	50	N/A	41	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

Parents are an integral part of student learning at SCA. We hold conferences with the parents, students, and facilitators at least every 20 school days. During the meetings this group reviews, evaluates, and adjusts the curriculum, and assigns new work for students to complete as they move toward completion of their educational goals.

Parents help as volunteers at field trips and other school events. Parents are also involved as voting members of the SCA Advisory School Board and various committees such as WASC accreditation and development of the school Local Control Accountability Plan.

If parents are interested in volunteering, please contact the school receptionist at (530) 245-2600.

**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 (School Year 2020-2021)**

Because of the independent nature of our model, SCA has had no safety incidences. Students spend the majority of their time off campus, learning at home or in the community. When students are on our site, they are under the supervision of their parents or a staff member. We encourage students to use our labs and study areas, and we have installed monitoring devices in these areas and around the campus for their safety. Visitors must check in at our reception areas. Families are provided with all necessary information regarding the school campus in our Parent/ Student manual on our school website. Our Safety Plan is revised yearly and Board approved and has been provided to local law enforcement and fire agencies. The SCA Advisory Board approved the current safety plan on February 28, 2019 at a Regular Board meeting. The school reviews and rehearses evacuation and safety procedures regularly. The School Safety Plan is updated annually, in accordance with state law.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	5.1	5.7	3.5	3.5
Expulsions	0.0	0.0	0.1	0.3	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	277

\*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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	4	46			5	44			4	54		
Mathematics	4	41			7	25	2		8	29	2	
Science	6	23	1		6	23	1		8	19	2	
Social Science	5	47			4	43			4	59	2	

\*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	17	16	14

Professional development for the SCA staff typically occurs on the first and third Fridays of all months during the school year, for an average of 15 days per school year, which provides a total of 37.5 hours of professional development per year. Additionally, staff are encouraged to pursue personal development utilizing continuing education courses through universities and professional organizations. Staff also attend supplemental training in Common Core State Standards and a variety of curricular areas through the Shasta County Office of Education and SELPA. Staff also regularly attend educational conferences including the California Charter Schools Association (CCSA), Computer Using Educators (CUE), CASBO, and APLUS+.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,724	\$52,670
Mid-Range Teacher Salary	\$72,057	\$89,660
Highest Teacher Salary	\$93,658	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$142,638
Average Principal Salary (HS)	\$139,134	\$158,074
Superintendent Salary	\$170,876	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30.0	32.0
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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Shasta Charter Academy offers a variety of services to support student achievement. The school offers on-site classes at the main resource center during the week that meet on a collegiate type schedule, has math tutoring 4 days a week, offers online credit recovery classes, and supports personalized learning options for students in physical education, dance, music and elective classes. All options are supported using approved vendors and are connected to classes on each student's Master Agreement.

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10809	1592	9217	70805
District	N/A	N/A		\$76,402
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-5.1
School Site/ State	20.5	-22.3

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

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Rate for Shasta Charter Academy	2016-17	2017-18	2018-19
Dropout Rate	1.2	2.6	1.2
Graduation Rate	91.5	89.7	96.3

Rate for Shasta Union High School	2016-17	2017-18	2018-19
Dropout Rate	3.6	4.4	3.5
Graduation Rate	90.2	89.4	92.3

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

**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	

**Career Technical Education Programs**

Shasta Charter Academy staff believe in supporting all students in achieving their career goals. Shasta Charter Academy offers a wide array of Career Technical Education elective options for students. Options include on-site and on-line classes, classes offered by Shasta Union High School District (SUHSD), and classes through our local community college, Shasta College. SUHSD CTE courses include Agriculture and Natural Resources, Building and Construction Trades, Health Science and Medical Technology, Administration of Justice, and Fire Technology, to name a few of the options. Shasta College also offers many career training options which our students utilize, including heavy equipment operation certification, welding certification, as well as many other industries. SCA also uses CTE courses supplied through Odysseyware, an online learning platform which offers CTE course sequences. The SCA staff serve as the advisory committee for SCA provided CTE courses.

**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).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

**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	91.52
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	7.79

**2019-20 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		

\*Where there are student course enrollments of at least one student.