



Shasta Charter Academy

307 Park Marina Dr. • Redding, CA 96001 • (530) 245-2600 • Grades 7-12

Benjamin Claassen, Principal

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www.shastacharteracademy.org

2016-17 School Accountability Report Card Published During the 2017-18 School Year

Shasta Union High School District

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

District Governing Board

Mike Wharton, Jr. - President
Ron Zufall, DDS - President Elect
Jamie Vericker - Clerk
Tamy Quigley - Member
Constance Pepple - Member

District Administration

Jim Cloney
Superintendent
Milan Woolard
**Associate Superintendent,
Instructional Services**
Dana Reginato
**Associate Superintendent, Human
Resources**
David Flores
Chief Business Officer

School Description

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 college type 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, 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.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 9 | 30 |
| Grade 10 | 59 |
| Grade 11 | 76 |
| Grade 12 | 78 |
| Total Enrollment | 243 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.8 |
| American Indian or Alaska Native | 1.6 |
| Asian | 2.1 |
| Filipino | 0 |
| Hispanic or Latino | 11.1 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 78.2 |
| Two or More Races | 6.2 |
| Socioeconomically Disadvantaged | 33.3 |
| English Learners | 0.4 |
| Students with Disabilities | 8.2 |
| Foster Youth | 0 |

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 | | | |
|---|-------|-------|-------|
| Shasta Charter Academy | 15-16 | 16-17 | 17-18 |
| With Full Credential | 15 | 16 | 15 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Shasta Union High School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Shasta Charter Academy | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "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 2017-18)

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: 2017/11 | |
|---|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | <p>Collections 9, Houghton Mifflin Harcourt, 2015 Collections 10, Houghton Mifflin Harcourt, 2015 Collections 11, Houghton Mifflin Harcourt, 2015 Collections 12, Houghton Mifflin Harcourt, 2015 Easy Grammar: Plus, Easy Grammar Systems 2007 Writer's Inc, Houghton Mifflin 2001 Pathways - Perfection Learning 2008 Reading the World - Perfection Learning - 2003 American Short Stories - Perfection Learning 2003</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0</p> |
| Mathematics | <p>Math Course 2(Pre-Algebra), CA Edition McDougal Littell 2008 Algebra 1, CA Edition McDougal Littell 2008 Geometry, Concepts & Skills, Holt McDougal 2010 Algebra 2 McDougall Littell 2007 Mathematics 1 Common Core, Pearson 2014 Mathematics 2 Common Core, Pearson 2014 Mathematics 3 Common Core, Pearson 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Science | <p>Earth Science, Prentice Hall 2006 Biology, Prentice Hall 2006 Chemistry: Concepts and Applications, Glencoe 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| History-Social Science | <p>Career Choices - Academic Innovations - 2016 World Geography Glencoe 2006 World History: Human Legacy, CA Edition Holt 2008 The American Vision - Modern Times Glencoe 2006 United States Government - Our Democracy - Glencoe 2016 Understanding Economics - Glencoe 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Health | <p>Health, Glencoe 2005</p> |
| Visual and Performing Arts | <p>Creating and Understanding Drawing, Glencoe 2001 Art Talk, Glencoe 2000 Art in Focus, Glencoe 2000</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0</p> |
| Science Laboratory Equipment | <p>N/A The textbooks listed are from most recent adoption: N/A</p> |

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 it's 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)
Year and month in which data were collected: 11/21/16

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|---|
| | Good | Fair | Poor | | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | | |
| Interior: Interior Surfaces | X | | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | | |
| Electrical: Electrical | X | | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | | |
| Structural: Structural Damage, Roofs | X | | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | | |
| Overall Rating | Exemplary | Good | Fair | Poor | |
| | X | | | | |

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

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 78 | 69 | 68 | 68 | 48 | 48 |
| Math | 39 | 32 | 48 | 49 | 36 | 37 |

* 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 Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | -- | 67 | 72 | 64 | 60 | 56 |

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 25 | 37.5 | 25 |

* 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 | 61 | 60 | 98.4 | 66.7 |
| Male | 29 | 28 | 96.6 | 67.9 |
| Female | 32 | 32 | 100.0 | 65.6 |
| White | 50 | 50 | 100.0 | 66.0 |
| Socioeconomically Disadvantaged | 25 | 24 | 96.0 | 62.5 |

* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 77 | 71 | 92.21 | 69.01 |
| Male | 36 | 35 | 97.22 | 68.57 |
| Female | 41 | 36 | 87.8 | 69.44 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | 64 | 59 | 92.19 | 69.49 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 27 | 23 | 85.19 | 65.22 |
| Students with Disabilities | -- | -- | -- | -- |

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 2016-17 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 | 77 | 71 | 92.21 | 32.39 |
| Male | 36 | 35 | 97.22 | 34.29 |
| Female | 41 | 36 | 87.8 | 30.56 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | 64 | 59 | 92.19 | 30.51 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 27 | 23 | 85.19 | 30.43 |
| Students with Disabilities | -- | -- | -- | -- |

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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

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 area. Families are provided with all necessary information regarding the school campus in our Parent/ Student manual on our school website. Our Emergency Plan is revised yearly and has been provided to local law enforcement and fire agencies. The school reviews and rehearses evacuation and safety procedures regularly.

Suspensions and Expulsions

| School | 2014-15 | 2015-16 | 2016-17 |
|------------------|---------|---------|---------|
| Suspensions Rate | 0.3 | 0.0 | 0.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 4.7 | 4.8 | 5.2 |
| Expulsions Rate | 0.3 | 0.3 | 0.2 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| 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.

| 2017-18 Federal Intervention Program | | |
|---|--------|-----------|
| Indicator | School | District |
| Program Improvement Status | | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | | 3 |
| Percent of Schools Currently in Program Improvement | | 100 |

Academic Counselors and Other Support Staff at this School

| Number of Full-Time Equivalent (FTE) | |
|---|------|
| Academic Counselor | 0.5 |
| Counselor (Social/Behavioral or Career Development) | 0.5 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0.25 |
| Psychologist | 0.25 |
| Social Worker | 0 |
| Nurse | 0.1 |
| Speech/Language/Hearing Specialist | 0.2 |
| Resource Specialist | 1.2 |
| Other | 0.25 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 250 |

* 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+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| English | 25 | 25 | 5 | 4 | 4 | 42 | 8 | 8 | 2 | 0 | 0 | |
| Mathematics | 20 | 20 | 4 | 4 | 4 | 42 | 8 | 8 | 1 | 0 | 0 | |
| Science | 20 | 20 | 5 | 4 | 4 | 23 | 8 | 8 | 1 | 0 | 0 | |
| Social Science | 25 | 25 | 5 | 4 | 4 | 43 | 8 | 8 | 1 | 0 | 0 | |

* 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

Professional development for the SCA staff 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 35 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 trainings in Common Core State Standards and a variety of curricular areas through the Shasta County Office of Education. Staff also regularly attend educational conferences including the California Charter Schools Association (CCSA), Computer Using Educators (CUE), and APLUS+.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$43,606 | \$50,221 |
| Mid-Range Teacher Salary | \$67,248 | \$83,072 |
| Highest Teacher Salary | \$89,592 | \$104,882 |
| Average Principal Salary (ES) | | |
| Average Principal Salary (MS) | | \$128,094 |
| Average Principal Salary (HS) | \$142,263 | \$146,114 |
| Superintendent Salary | \$161,397 | \$226,121 |
| Percent of District Budget | | |
| Teacher Salaries | 31% | 34% |
| Administrative Salaries | 5% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Shasta Charter Academy | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 9.3 | 5.1 | 9.8 |
| Graduation Rate | 88 | 92.41 | 82.93 |
| Shasta Union High School District | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 4.9 | 5.2 | 2.7 |
| Graduation Rate | 91.45 | 92.42 | 94.86 |
| California | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 80.95 | 82.27 | 83.77 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 112 |
| % of pupils completing a CTE program and earning a high school diploma | 4.5% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 33% |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2016-17 Students Enrolled in Courses Required for UC/CSU Admission | 76.06 |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 24.32 |

* Where there are student course enrollments.

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$7,687 | \$1,219 | \$5,657 | \$71,508 |
| District | ♦ | ♦ | \$5,657 | \$70,471 |
| State | ♦ | ♦ | \$6,574 | \$82,770 |
| Percent Difference: School Site/District | | | 0.0 | 2.7 |
| Percent Difference: School Site/ State | | | -0.4 | -8.1 |

* Cells with ♦ do not require data.

| 2016-17 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | | ♦ |
| Mathematics | | ♦ |
| Science | | ♦ |
| Social Science | | ♦ |
| All courses | | |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2016 | | |
| | School | District | State |
| All Students | 98.67 | 89.79 | 87.11 |
| Black or African American | 100 | 86.67 | 79.19 |
| American Indian or Alaska Native | 66.67 | 85 | 80.17 |
| Asian | 100 | 92.31 | 94.42 |
| Filipino | 0 | 100 | 93.76 |
| Hispanic or Latino | 62.5 | 90.7 | 84.58 |
| Native Hawaiian/Pacific Islander | 0 | 100 | 86.57 |
| White | 100 | 89.83 | 90.99 |
| Two or More Races | 80 | 92.65 | 90.59 |
| Socioeconomically Disadvantaged | 60 | 73.05 | 63.9 |
| English Learners | 100 | 40 | 55.44 |
| Students with Disabilities | 85.19 | 89.68 | 85.45 |
| Foster Youth | 0 | 72.73 | 68.19 |

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.