



KIPP Academy of Opportunity

8500 South Figueroa St. • Los Angeles, Ca, 90003-2752 • 323-778-0125 • Grades 5-8

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2019-20 School Accountability Report Card Published During the 2020-21 School Year

KIPP Academy of Opportunity

(213) 241-1000
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District Governing Board

District Administration

Austin Beutner
Superintendent

School Description

KIPP Academy of Opportunity (KAO) is a high-performing free public charter middle school located in South Los Angeles. We serve approximately 493 students in grades five through eight. KAO unconditionally supports students in their pursuit of self-motivation, competency, love of reading, and being life-long learners. Our students recognize that an outstanding education compiled with high character, is key to achieving personal success and leading a life of infinite opportunity ownership.

Our mission is to ensure that all students develop the literacy skills, character, confidence, and intellectual habits necessary to succeed in competitive high schools, colleges, and the world beyond. Our four guiding principles are: Honor, Love, Advocacy, and Leadership.

About Our School:

KIPP Academy of Opportunity aims to ensure that students develop the academic skills, character, confidence, and intellectual habits necessary to succeed in competitive high schools, colleges, and the world beyond. Our students will become leaders who take pride in their community and have access to choice and opportunity in order to enact change. At the core of our mission is providing our middle school students with academic skills in a college prep environment. Academic learning at KIPP Academy of Opportunity follows a California Common Core Content standards-based continuum through a yearlong scope and sequence focused on teaching grade-level standards to mastery. Data drives instruction at every step.

Our mission supports the notion that schooling should nurture both student confidence and self-identity for all. We will cultivate character strengths and teach these strengths strategically. Macro-structures are proactively planned structures and systems that we create with the goal of developing character as well as a diverse learning environment. These examples include KIPP Academy of Opportunity Way Assemblies, Athletics, Robotics, Zen Zones, Community Circles, and PBIS focused systems and routines.

As a school, we will give students experiences that ignite their curiosity, heighten their critical thinking and provide access to opportunities available to their middle-class peers. Each grade will visit at least one college campus annually to make college a tangible place and goal in our students' minds. We hope to extend this experience virtually as we navigate to our COVID-19 times. Our field lessons connect and extend our learning while giving our students the opportunity to connect with the world around them.

The KIPP Academy of Opportunity mission acknowledges our school does not operate in isolation. We believe in building a strong sense of partnership, pride and respect for our community. As a college preparatory middle school, we believe our role includes working with families to support them keeping their children on the path to and through college. With this in mind, KIPP Academy of Opportunity and KIPP Through College create family workshops aimed to increase knowledge about the path to and through college and learn about profiles of students from our community who have gone on to graduate from competitive high schools and colleges.

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 5	93
Grade 6	123
Grade 7	118
Grade 8	111
Total Enrollment	445

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	54.2
American Indian or Alaska Native	0.4
Asian	0.2
Hispanic or Latino	43.8
Socioeconomically Disadvantaged	92.1
English Learners	11.2
Students with Disabilities	14.8
Foster Youth	1.3
Homeless	1.3

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 KIPP Academy of	18-19	19-20	20-21
With Full Credential	21	15	15
Without Full Credential	4	6	12
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for KIPP Academy of	18-19	19-20	20-21
With Full Credential	♦	♦	20,610
Without Full Credential	♦	♦	669
Teaching Outside Subject Area of Competence	♦	♦	1,337

Teacher Misassignments and Vacant Teacher Positions at KIPP Academy of Opportunity

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	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)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	EL Curriculum Percent of students lacking their own assigned textbook: 0.0 %
Mathematics	5th Grade Bridges and 6-8 grade Illustrative Math Percent of students lacking their own assigned textbook: 0.0 %
Science	Amplify Percent of students lacking their own assigned textbook: 0.0 %
History-Social Science	TCI: History Alive Percent of students lacking their own assigned textbook: 0.0 %
Foreign Language	N/A Percent of students lacking their own assigned textbook: 0.0 %
Health	Percent of students lacking their own assigned textbook: 0.0 %
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: 0.0 %
Science Laboratory Equipment	N/A Percent of students lacking their own assigned textbook: 0.0 %

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

School Facility Conditions and Planned Improvements (Most Recent Year)

All areas of exterior grounds are clean and organized in a manner that inspire staff and students to take pride in campus grounds. All areas of exterior landscaping are well-maintained and appear healthy. The main office creates a warm and welcoming environment for staff, students & families. Entering the building presents a very attractive, inviting appearance that draws one in and makes you feel that you are in an exceptional facility. The building interior is well-maintained and appears healthy in a way that complements the appearance of the campus and inspires a culture where staff and students take care of campus grounds. Common areas are clean and organized. Restrooms are being deep-cleaned regularly and air quality is odor-free. Classrooms are clean and organized in a manner that inspire staff and students to take pride in campus grounds.

In addition, in order to prepare for the return of students on campus, we have made several PPE installments throughout the campus. This includes, but is not limited to plexi - glass installments, mobile and stationary hand sanitizer dispensers, touch free soap dispensers, etc.

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: November 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	30	N/A	45	N/A	50	N/A
Math	20	N/A	34	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	10	N/A	23	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)

There are a number of ways that parents can be involved with KIPP Academy of Opportunity. It Takes a Village is a monthly meeting held by our Parent Liaison that provides parents the opportunity to identify and address issues and opportunities for KIPP Academy of Opportunity students over the course of the year. Parents may also schedule teacher meetings or volunteer in a number of ways on campus. For additional information, please contact the main office. During remote learning, we have used this as an opportunity to hold parent workshops on our different platforms and general means of communication. This includes, but is not limited to basic email, communication platforms utilized by our campus, and learning programs that are specifically tailored for remote learning.

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)

KIPP Academy of Opportunity's Comprehensive School Safety Plan for the 2020-21 school year was updated and reviewed on October 1, 2020. To ensure our students and staff are prepared in the event of an emergency, regular emergency (earthquake, fire, lockdown) and egress drills are facilitated on a monthly basis.

Not only does KIPP Academy of Opportunity have a plan for each emergency procedure, but our safety plan outlines the roles of each staff member, the locations to sweep and to shelter in, and the communication plan that flows from our chain of command to our school. We also have a plan in place for communicating to families and getting students safely to them.

During our drills, we respond to the immediate situation, and then evacuate the building (if not a lockdown) to ensure students are away from danger. Teachers will take attendance and our leadership team evaluates each drill to modify and make adjustments as needed. Our goal is to ensure a smooth, quick, and safe shelter for our students.

KIPP Academy of Opportunity also takes part in the CA Great Shake drill where we initiate our incident command center. In this example, we will complete search and rescue, have a first aid station, and practice reunifying our families with our students. We have sufficient food, water, and blankets in case of a big emergency. The safety of KIPP Academy of Opportunity students is always the top priority.

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	16.8	1.7	0.8	0.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

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*	222.5

*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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.1

*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 (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
5	30	3	16	16	36			24	31		24	
6	28	3	32		34		8	24	27	4	32	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	24	1	7		27	2	4	1	23	2	8	
Mathematics	24	1	7		27	2	4	1	23	2	8	
Science	27		7		27	2	4	1	29		8	
Social Science	24	1	7		27	2	4	1	23	2	8	

*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	26	44	46

The number of dedicated staff development days are based on weekly sessions on Monday afternoons as well as regional whole day Professional Development days. Professional development days occur before the school year begins and after it ends. Every week, teachers participate in professional development that focus on a number of themes including teaching and learning, data driven instruction, and student culture. This support is provided in a number of ways, through after-school workshops, content team meetings and grade level meetings. Each teacher is assigned to an Administrator and/or Instructional Support Coordinator, who provide regular observation and coaching sessions to support teachers instructional development.

As a learning community KIPP Academy of Opportunity teachers are committed to being lifelong learners, and to support this principal school leadership creates and facilitates a scope and sequence of professional development for the school year. During virtual learning professional development still remains a priority. The majority of our professional development so far this year has been focused on distance learning, such as supporting teachers in adapting their teaching style and lesson plans to suit the virtual world. The following are some covered topics:

Building and Nurturing Relationships via Distance Learning: Engagement

Supporting "All" Students: Intervention

Testing: MAP; iReady

Performance Evaluations

Planning

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (ES)	\$117,849	\$128,526
Average Principal Salary (MS)	\$131,307	\$133,574
Average Principal Salary (HS)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29.0	33.0
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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$15,335	\$3,097	\$12,238	\$61,293
District	N/A	N/A	\$9,056	\$74,789
State	N/A	N/A	\$7,125	\$82,403

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	29.9	-19.8
School Site/ State	52.8	-29.4

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

Types of Services Funded

KIPP Academy of Opportunity offers an ASES funded afterschool program to assist and support our students. The goal of our program is to continue the support students are receiving during the regular school day in a safe constructive environment during after school hours. Our program provides literacy and enrichment activities for 130 students, grades fifth through eighth. Every student in our program participates in a daily literacy and enrichment component. Our literacy programs provide tutoring and homework help in the core areas of reading, language arts, mathematics, and science. Students use software to make sure they are reading and completing math at their individual levels. Students participate in at least 1 hour daily in a literacy element. Our educational enrichment programs align with the school's academic program and include, but are not limited to, recreation and prevention activities such as football and cheerleading, youth development strategies like performing arts, music, and dance. Our school also has a robotics club, which empowers students to learn more about science and engineering, and they even compete with other schools across the region. Other enrichment activities are implemented based on the students' needs and interests.

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 KIPP Academy of Opportunity	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	79.7	80.1	81.5

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

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.