

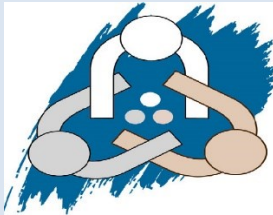


# Accelerated Charter High School

4136 N. Monney Blvd. • Tulare, Ca. 93274 • 559-687-7303 • Grades 9-12

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<https://www.tjuhsd.org/>

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



### Tulare Joint Union High School District

426 North Blackstone St.  
 Tulare, CA 93274  
 (559) 688-2021  
 www.tjuhsd.org

#### District Governing Board

Cathy Mederos  
**Board President**

Frank Fernandes  
**Board Vice-President**

Craig Hamilton  
**Board Clerk**

Laura Fonseca  
**Board of Trustee**

Kelley Nicholson  
**Board of Trustee**

#### District Administration

Tony Rodriguez  
**Superintendent**

Barbara Oriso  
**Assistant Superintendent, Human  
 Resources & Business**

Tammy Aldaco  
**Assistant Superintendent, Student  
 Services and Special Programs**

Lucy Van Scyoc, Ed.D.  
**Assistant Superintendent,  
 Curriculum, Technology, &  
 Assessment**

Vivian Hamilton  
**Business Manager**

Donny Trimm  
**Director of Technology**

Daniel Pierotte  
**Director of Facilities**

Jason Edwards  
**Director of Special Education**

Janet Stephens  
**Director of Food Services**

### School Description

Accelerated Charter High School provides a safe, positive, and nurturing environment to empower students to achieve personal, educational and career goals. The uniqueness of each individual will be embraced through student-centered and engaging curriculum, relevant experiences, community collaboration, and positive relationships.

### 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 11	50
Grade 12	88
<b>Total Enrollment</b>	<b>138</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
Asian	0.7
Hispanic or Latino	85.5
White	10.1
Socioeconomically	89.9
English Learners	17.4
Students with Disabilities	5.1
Homeless	5.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Accelerated Charter High School	18-19	19-20	20-21
With Full Credential	7	7	7
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Tulare Joint Union High School District	18-19	19-20	20-21
With Full Credential	♦	♦	252
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	62

### Teacher Misassignments and Vacant Teacher Positions at Accelerated Charter High School

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

The Tulare Joint Union High School District held a public hearing on September 5, 2019 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in March, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

### Textbooks and Instructional Materials

Year and month in which data were collected: 3/19/19

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Percent of students lacking their own assigned textbook: 0%
Mathematics	Core Connections Integrated 1 - CPM - Adopted: 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Earth Science - Pearson - Adopted: 2011 Biology - Prentice Hall - Adopted: 2007 Introduction to Horticulture - Pearson- Adopted: 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Percent of students lacking their own assigned textbook: 0%

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

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

Accelerated Charter High School has a custodian and maintenance person to ensure the safety and cleanliness of the facility on a daily basis. The campus is well maintained and the grounds are kept up to date and cleaned on a weekly basis. The fire alarm system has been updated, enhanced, and tested multiple times to ensure the safety of the ACHS students and staff. The intercom system has been updated and tested to allow for emergency messages to be broadcast campus wide. Improvements have been made in classrooms and the two shop facilities on campus.

**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: December 22, 2020**

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	Fair	
<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>Good</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	7	N/A	53	N/A	50	N/A
Math	0	N/A	24	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	5	N/A	20	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)

ACHS has a unique population of students and families. Many of our students come from blended families or single family households. Several students come from homes where they are being raised by grandparents, aunts, and sisters. We provide "Back to School Night" each year where we meet our new students and families. We also do a one on one intake meeting with every student and primary caregiver, before enrollment, to give them an overview of our program and provide them opportunities to be involved with their students academics. Families can also be involved in our School Site Council which meets quarterly and our English Learner Advisory Committee. We provide Titan Celebrations every nine weeks where we celebrate the success of students, provide information to all families on activities at ACHS and receive input on how we can best serve our students and families. The admin staff provides important information during these meetings, such as, Title 1, SSC, ELAC, LCAP, PBIS, College Enrollment (FAFSA), CTE Programs and other critical information pertaining to opportunities for students and families to be involved for the success of their students.

SSC- Principal, Wendi Powell

ELAC- School Counselor, Abel Loza

Titan Celebration- Principal, Wendi Powell and Dean, Sara Zakarian

**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)**

Safety of students and staff is a primary concern of Accelerated Charter High School. All guest who arrive are greeted, in a isolated reception area, and cannot enter the school until they are allowed in. All guest who visit the campus must sign in prior to approval of entrance. ACHS has a full time Sheriff Deputy and two security guards, at all times on campus. They provide safety and awareness of all the expectations on campus. Student supervision is provided by all administration staff, security guards, and Deputy. All staff are trained yearly in ALICE: Active Shooter Response Training, and also receive CPI training: Crisis Prevention Intervention, every other year. Staff and students participate in four fire drills, two active shooter Drills, an Earthquake dills and a disaster drill yearly. Staff are re-trained each year in August and receive their red "In Case of Emergency" folder, with up to date guides and roll sheets. Each folder provides a quick reference sheet on what to do, in case of a disaster or emergency. These folders are provided to all substitutes as well when they arrive for the safety of the students.

The Safety Plan was updated in August by administration staff and brought to the school board for approval in October.

**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	18.9	15.6	7.7	7.7	3.5	3.5
Expulsions	1.6	0.8	0.6	0.5	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	22.46	6.42	
Expulsions	0.0	0.00	

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*	138

\*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	1
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	21	4	8		15	17	3		18	6	8	
Mathematics	18	10	1		14	9			16	7		
Science	21	4	2		15	6			16	6		
Social Science	23	4	6		23	3	6		23	1	7	

\*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	10	14	2

The district continues to focus on Common Core Standard through implementation of teaching strategies driven by data results. Accelerated Charter High School meets weekly in Professional Learning Communities (PLC) to discuss current data and focus on our three driving questions: What do we want the students to know? How do we know if they know it? What do we do when they don't/or when they do? ACHS provides support to students with Response to Intervention daily. All students deploy out for intervention and/or enrichment depending on the need of the student.

Profession Development takes place yearly for all subject matters four times a year through the district office. Math, English Language Arts, Science, English Learners and Social Science meets quarterly with coaches to implement best practice of common core. Administration and staff do classroom walkthroughs four times a year to collect data on implementation of our PLC goals. That data is then brought back to PLC's where we continue to ask ourselves the essential question to drive our instruction and best teaching strategies we have agreed too as a professional learning community. Professional Development includes Kagan strategies, Step Up to Writing, 21st Century Skills by Lee Crockett, Project Based Learning, Interactive notebooks and New Generation Science Standards (NGSS). Teachers also have the opportunity to attend one conference of professional development a year, as approved by the principal.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,288	\$52,670
Mid-Range Teacher Salary	\$78,637	\$89,660
Highest Teacher Salary	\$104,930	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$142,638
Average Principal Salary (HS)	\$144,583	\$158,074
Superintendent Salary	\$171,941	\$250,285

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10035	481	9554	82503
District	N/A	N/A	11203	\$85,392
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-15.9	-3.4
School Site/ State	20.9	-9.0

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



## Types of Services Funded

ACHS provided services to students with their academic needs but also their social emotional issues needs in order to support the whole child. Tulare County Social Worker provided social emotional issues one day a week to students, on campus. Campus Life provides a Student Support & Intervention Specialist (SSIP Coach), full time on campus, in order to support students who have a tendency to make bad choices, specifically with gang involvement. Recovery Recourses provides a two day drug and alcohol counselor on campus, and meets with students on a regular basis, this individual counsels students to make healthy choices and cope with their issues rather than using drugs and alcohol. Other services provided is a four day a week School Psychologist and a full time School Counselor to support academic and social needs. The school also provided a one hour buyout prep time for all teachers to support students in Response to Intervention. We also added a full time Study Skills teacher who supports students with special needs as well as students who struggled in academics. ACHS plans to continue to provide these services to all students.

## 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 Accelerated Charter High	2016-17	2017-18	2018-19
Dropout Rate	14.5	10.7	1.9
Graduation Rate	75	85.4	97.2

Rate for Tulare Joint Union High School	2016-17	2017-18	2018-19
Dropout Rate	6.5	4	4.8
Graduation Rate	90.5	94	94.3

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	146
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.81
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## Career Technical Education Programs

Accelerated Charter High School provides an electrical program to all interested students. We have partnered with our local community college, College of the Sequoias (COS), to provide two courses to the students of ACHS. This dual enrollment course provides not only high school credit but college units as well. Students are able to take two out of the five courses necessary, to be a certified electrician. They are encouraged to continue in the field, post secondary, to receive their certification or continue on at COS for eight more classes to be a licensed electrician. These courses are provided during a students regular day schedule on the ACHS campus. The school also provides entry level courses in horticulture, welding, and small engines, by a credentialed high school instructor.

## 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.