

Bay Area Techonology School

8251 Fontaine St. • Oakland, CA 94605 • (510) 645-9932 • Grades 6-12

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Bay Area Technology School

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District Governing Board

District Administration

Antwan Wilson
Superintendent

School Description

The mission of BayTech is to serve students in grades 6 through 12 in the OUSD by:
Enabling our students to become literate in STEM areas.

Encouraging our students to be self-motivated, life-long learners equipped with communication and presentation skills indispensable for the technologically-oriented global environment of the 21st century.

Preparing our students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural community.

Providing a standards-based curriculum emphasizing STEM, supported by science and computer labs.

Providing academic and recreational after-school activities for all students including academically high and low achieving students.

Providing opportunities for parental involvement in our students' education.

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	47
Grade 7	45
Grade 8	47
Grade 9	48
Grade 10	41
Grade 11	22
Grade 12	22
Total Enrollment	272

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	41.1
American Indian or Alaska Native	0
Asian	1.2
Filipino	0.4
Hispanic or Latino	44.9
Native Hawaiian or Pacific Islander	0.8
White	11.6
Two or More Races	0
Socioeconomically Disadvantaged	97.2
English Learners	21.2
Students with Disabilities	1.2
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Bay Area Technology School	14-15	15-16	16-17
With Full Credential	15	15	18
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	1	0
Bay Area Technology School	14-15	15-16	16-17
With Full Credential	♦	♦	18
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Bay Area Technology School	14-15	15-16	16-17
Teachers of English Learners	0	0	2
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	80.3	19.7
High-Poverty Schools	79.1	20.9
Low-Poverty Schools	95.0	5.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected:	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Percent of students lacking their own assigned textbook: 0.0
Mathematics	Percent of students lacking their own assigned textbook: 0.0
Science	Percent of students lacking their own assigned textbook: 0.0
History-Social Science	Percent of students lacking their own assigned textbook: 0.0
Foreign Language	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	Percent of students lacking their own assigned textbook: 0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The current campus went through a major improvement all rounds and this does not need any major improvement. The facility is a solid foundations

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected:				
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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	22	15	31	33	44	48
Math	9	11	26	27	34	36

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	45	28	28	44	38	39	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	31.9		
9	38.8		

* 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	87	82	94.3	28.1
Male	48	45	93.8	40.0
Female	39	37	94.9	13.5
Black or African American	29	29	100.0	17.2
Hispanic or Latino	43	40	93.0	27.5
Socioeconomically Disadvantaged	83	79	95.2	27.9
English Learners	14	12	85.7	8.3

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	47	47	100.0	22
	7	45	45	100.0	11.1
	8	46	44	95.7	9.1
	11	22	21	95.5	35.0
Male	6	29	29	100.0	10.3
	7	29	29	100.0	17.2
	8	22	20	90.9	10.0
	11	12	11	91.7	9.1
Female	6	18	18	100.0	22.2
	7	16	16	100.0	
	8	24	24	100.0	8.3
	11	--	--	--	--
Black or African American	6	17	17	100.0	5.9
	7	21	21	100.0	
	8	16	16	100.0	6.3
	11	--	--	--	--
Asian	6	--	--	--	--
Hispanic or Latino	6	21	21	100.0	23.8
	7	18	18	100.0	22.2
	8	26	25	96.2	12.0
	11	11	10	90.9	40.0
Native Hawaiian or Pacific Islander	6	--	--	--	--
White	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	6	45	45	100.0	15.6
	7	44	44	100.0	9.1
	8	44	43	97.7	9.3
	11	22	21	95.5	35.0
English Learners	6	--	--	--	--
	7	12	12	100.0	
	8	--	--	--	--
	11	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	47	47	100.0	12.0
	7	45	45	100.0	15.0
	8	46	46	100.0	2.0
	11	22	20	90.9	15.0
Male	6	29	29	100.0	13.8
	7	29	29	100.0	24.1
	8	22	22	100.0	5.0
	11	12	11	91.7	
Female	6	18	18	100.0	11.1
	7	16	16	100.0	
	8	24	24	100.0	
	11	--	--	--	--
Black or African American	6	17	17	100.0	
	7	21	21	100.0	4.8
	8	16	16	100.0	
	11	--	--	--	--
Asian	6	--	--	--	--
Hispanic or Latino	6	21	21	100.0	14.3
	7	18	18	100.0	27.8
	8	26	26	100.0	4.0
	11	11	10	90.9	10.0

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	6	--	--	--	--
White	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	6	45	45	100.0	13.3
	7	44	44	100.0	13.6
	8	44	44	100.0	2.3
	11	22	20	90.9	15.0
English Learners	6	--	--	--	--
	7	12	12	100.0	
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

Parent Club

Research consistently shows that when parents are involved, students achieve more-regardless of socioeconomic status, ethnic/racial background, or the parents' educational levels. Children whose parents are involved also generally have higher grades and test scores, better attendance, and more consistently complete homework. At BayTech, we are fortunate to have strong community support through the BayTech Parent Club.

Parent-student-teacher collaboration: We believe that a cooperative parent-student-teacher triad narrows the achievement gap between the students at risk and the students who succeed as measured by the current assessment standards. BayTech has been working with parents to make them aware of the importance of their involvement in their children’s education through the following activities in 2015-2016 school year :

Parent club meetings: In order to support BayTech staff and teachers, parents established an association called "BayTech Parent Club". They meet the first Thursday of each month with members, officers, and school staff to discuss on how they can support instruction, school activities, and how they can help to improve the quality of education the students receive from BayTech. Agenda items of these meetings include parent volunteer hours, volunteer needs and accomplishments, home visit progress, parenting classes, parent-teacher communication, classroom needs and/or improvements.

The Parent Club ensures that all the parent concerns and recommendations are properly voiced at the school's main governing body. The Parent Club has:

- Produced their bylaws and revised as necessary,
- Conducted elections for the member positions,
- Planned and conducted fund raising activities, such as the annual yard sale, silent auction and E-recycle.
- Assisted school administration in reaching out the parents regarding school policies,
- Supported the school through the renewal process and School Improvement Plan.
- Recruited parent volunteers for classroom and school activities, such as:

Field Trip Chaperones

(LA Trip, UC Berkeley Trip, Exploratorium, Chabot Space Center Trip, etc.)

- Conducted parent surveys evaluating school's performance and outreached 90% of the parents,

Home visits: Each BayTech teacher has a homeroom group of 20-25 students. The teacher is responsible for following up with parents regarding their involvement with their children's academic progress. BayTech teachers visit the homes of mostly low-achieving students at least once a year, and provide feedback to parents on what needs to be done to have students stay focused and motivated in their education both at home and at the school.

BayTech Newsletters Parent Club Section: Every month the parent club is given the opportunity to publish a page of updates and announcements about the upcoming parent/staff organized school events, parent club activities, parent club meeting minutes and other items of interest.

Career day: BayTech invites professionals from various backgrounds in order to have its students exposed to the future career possibilities. The career day is held in April of each school year. Students and parents use this opportunity to meet with people from diverse backgrounds and get more information on the fields they are interested in.

Parent-teacher conferences: Every quarter teachers invite a selected number of parents in order to present detailed progress reports. The parents are selected based on their children's academic and behavioral progress. Most of these selected parents are the parents of low-achieving students, and students referred for retention. The parent and teacher put together a collective action plan and set a future conference date to monitor the student's progress. Based On our assessment and evaluation reports, 90% of the students who participated in this process have shown significant improvements in both academics and discipline.

Back to school nights: BayTech staff and the parents organize back to school nights to guarantee proper teacher and parent interaction at the beginning of each school year. In this event, parents meet the teachers and are given the class syllabi. Parents and teachers also exchange contact information to ensure close communication.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

BayTech has adopted a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations, and address the issues including but not limited to the following topics:

The school has functioned as a drug-free, alcohol-free, and tobacco-free workplace.

All employees (paid and volunteer) working with students are subject to fingerprinting and provided the school with a criminal record summary.

Child abuse, acts of violence, and other improprieties have been duly reported, as mandated by federal, state, and local agencies.

The School is a zero-tolerance zone for sexual harassment for all employees, students, and parents in any combination.

Emergency safety plans (e.g., staff training and procedures for response to natural disasters and emergencies, including fires and earthquakes have been detailed, have been taught to all on campus. Regular fire and earthquake drills have taken place twice a year.)

First Aid/CPR trained personnel have been on the school premises at all times during the school session.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	7.4	4.3	4.3
Expulsions Rate	0.0	0.3	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.8	4.1	4.1
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	84	
Percent of Schools Currently in Program Improvement	78.5	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	0.5
Other	
Average Number of Students per Staff Member	
Academic Counselor	50.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
6	20	24	24	13	13			9	9	1	1	1

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	17	20	20	14	7	7	4	10	10			
Mathematics	16	20	20	12	8	8	6	8	8			
Science	19	23	23	12	5	5	4	9	9			
Social Science	22	24	24	7	3	3	3	7	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 provided for Teachers

BayTech provides extensive professional development opportunities for its staff. Teachers participate in an extensive 10 day in-services before the school year starts. They receive support from the school admin in regards to school academic, structure and discipline as well as support from professional presenters in the areas of Common Core, Differentiated Instruction, Special Education and ELD. Teachers also participate in 3 full-day professional development days within each school year. The primary area of staff development over the past years has been a focus on the implementation of the

Common Core State Standards and Differentiated Instruction. This focus was selected given the dramatic overhaul of state standards and assessment methodologies.

Throughout the school year, teachers meet each week on Wednesday afternoons for 2 hours of professional development, following an early student release. Teachers meet biweekly for staff meetings where overall school structure and culture is being evaluated, assemblies and activities are discussed and data from SBAC, MAP and other assessments tools are being evaluated and action plans are being taken. Monthly department meetings and monthly PLC meetings are being held as well for teacher to be able to have a platform where they can express their thoughts, challenges and future plans in a collaborative setting. Each teacher is in a PLC team and work progressively throughout the school year.

Additionally, BayTech values individual personal development. Thus, teachers are encouraged to participate in outside PDs, workshops and training such as ones for AP courses, SAT exams, Common Core, college and financial aide workshops. Teachers are also encouraged and supported to conduct peer observations once per month within the school and once a year outside of the school.

BayTech school participates to the annual District, State, and other educational conference that takes place throughout the year and summer days.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,498	\$45,092
Mid-Range Teacher Salary	\$58,516	\$71,627
Highest Teacher Salary	\$76,402	\$93,288
Average Principal Salary (ES)	\$94,016	\$115,631
Average Principal Salary (MS)	\$96,176	\$120,915
Average Principal Salary (HS)	\$109,882	\$132,029
Superintendent Salary	\$288,000	\$249,537
Percent of District Budget		
Teacher Salaries	30%	37%
Administrative Salaries	9%	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

BayTech school is applying a School Improvement Plan required by OUSD. With this plan, BayTech provides RTI service to students who score below grade level. This program requires a full time RTI specialist and supportive materials.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Bay Area Techonology School	2011-12	2013-14	2014-15
Dropout Rate	10.00	4.50	0.00
Graduation Rate	70.00	77.27	95.45
Bay Area Technology School	2011-12	2013-14	2014-15
Dropout Rate	21.70	23.90	24.10
Graduation Rate	62.78	60.50	63.39
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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	

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,298	\$1,101	\$6,197	\$44,500
District	♦	♦		\$58,033
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District				-20.1
Percent Difference: School Site/ State				15.9
				-39.0

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	64.48
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses	6	2.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	88	75	86
Black or African American	73	69	78
American Indian or Alaska Native	0	47	78
Asian	0	82	93
Filipino	100	76	93
Hispanic or Latino	100	76	83
Native Hawaiian/Pacific Islander	0	62	85
White	100	86	91
Two or More Races	0	91	89
Socioeconomically Disadvantaged	100	82	66
English Learners	100	44	54
Students with Disabilities	95	73	78

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.