William S. Hart High School

24825 North Newhall Avenue • Newhall, CA 91321 • (661) 259-7575 • Grades 9-12
Collyn Nielsen, Principal
cnielsen@hartdistrict.org
www.harthighschool.org

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

William S. Hart Union High School District

21380 Centre Pointe Parkway
Santa Clarita, CA 91350
(661) 259-0033
www.hartdistrict.org

District Governing Board

Linda Storli

Bob Jenson

Dr. Cherise Moore

Steven M. Sturgeon

Joe Messina

Scott Watson, Student Board member

District Administration

Vicki Engbrecht
Superintendent

Michael Vierra
Assistant Superintendent, Human Resources

Mike Kuhlman
Assistant Superintendent, Educational Services

Principal's Message

Hart High School is dedicated to excellence, and throughout the past 73 years has created and maintained a rich tradition of success for all students. As evidence for this success, Hart High School has been selected year after year by Newsweek magazine, The Washington Post, The Daily Beast, and US News & World Report as one of America's Best High Schools. Hart High School was also recognized by the California Department of Education in both 2017 and 2013 as being a California Gold Ribbon School and a California Distinguished School, respectively.

For the past six decades, we have been preparing students to attend the college of their choice as well as to pursue careers and enter the workforce. In 2016–2017, we added an additional Advanced Placement (AP) class, AP Computer Science Principles, to our large and comprehensive offering of 20 AP courses. In 2016–2017, Hart students took nearly 1400 AP exams, placing us in the top 2.4 percent of all U.S. public high schools. This statistic truly sets Hart High apart from other public high schools in the nation.

Our student athletes compete on 20 different interscholastic teams. We have students committed to excellence in the area of performing arts who participate in the award-winning 13-time state champion band and our nationally recognized choral programs. Our student-centered focus and our parent outreach programs assist our students, parents, and community to embrace diversity.

Hart High School works diligently to promote a high level of expectation for student performance and to develop positive character traits and social responsibility in all students. The faculty participates in ongoing staff development to ensure the delivery of a rigorous and relevant education. We are grateful for the positive relationships we have with our parents and community in general and thank them for the support we experience on a daily basis. The combined efforts of staff, parents, and community make Hart High School a wonderful place to work and learn.

Dr. Collyn Nielsen, PRINCIPAL

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	568
Grade 10	599
Grade 11	590
Grade 12	503
Ungraded Secondary	42
Total Enrollment	2,302

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.7
American Indian or Alaska Native	0.1
Asian	2.7
Filipino	2.3
Hispanic or Latino	47.6
Native Hawaiian or Pacific Islander	0.2
White	41.7
Two or More Races	3.6
Socioeconomically Disadvantaged	33.3
English Learners	15.6
Students with Disabilities	10.5
Foster Youth	0.4

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			
William S. Hart High School	**15-16**	**16-17**	**17-18**
With Full Credential	90	90	90.8
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	972.6
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
William S. Hart High School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	5	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)

Textbooks and Instructional Materials Year and month in which data were collected: April 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	my Perspectives Grade 9, Prentice Hall, Adopted 2017 my Perspectives Grade 10, Prentice Hall, Adopted 2017 my Perspectives American Literature, Prentice Hall, Adopted 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Algebra - Hart Interactive Adopted 2016 Geometry - Hart Interactive Adopted 2016 Algebra 2 - Hart Interactive Adopted 2016 Algebra 2/Trig - Hart Interactive Adopted 2016 Trigonometry - Houghton Mifflin Adopted 2004 Precalculus - Blitzer Precalculus - Prentice Hall Adopted 2006 AP Calculus – Rogawski's Calculus for AP: Early Transcendentals, 2nd Edition - W.H. Freeman Adopted 2014 Statistics – Elementary Statistics Picturing the World – Prentice Hall Adopted 2006 AP Statistics – The Practice of Statistics, 5th Edition – W.H. Freeman Adopted 2015 Foundations in Personal Finance - Mathematics for Personal Financial Literacy and Foundations in Person Finance – Ramsey Education Solutions Adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Biology - Prentice Hall Adopted 2007 Chemistry - Prentice Hall Adopted 2008 AP Biology – Campbell Biology in Focus, 9th Edition – Pearson Adopted 2014 AP Chemistry – Chemistry, AP Edition, 11th Edition Update – McGraw-Hill Adopted 2014 Physics - Holt Adopted 2002 AP Environmental Science – Environment: The Science Behind the Stories, 5th Edition – Pearson Adopted 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: April 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006 Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006 Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007 Grade 12 - Magruder's American Government - Prentice Hall Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Spanish 1 – Descubre' 1 – Vista Higher Learning Adopted 2015 Spanish 2 - Descubre' 2 – Vista Higher Learning Adopted 2015 Spanish 3 - Descubre' 3 – Vista Higher Learning Adopted 2015 French 1 – Te's Branche' 1 – EMC Publishing Adopted 2015 French 2 - Te's Branche' 2 – EMC Publishing Adopted 2015 French 3 - Te's Branche' 3 – EMC Publishing Adopted 2015 French 4 - Te's Branche' 4 – EMC Publishing Adopted 2015 AP Spanish – TEMAS AP Spanish Language and Culture – Vista Higher Learning Adopted 2014 AP Spanish Literature – Abriendo Puertas – Houghton Mifflin Harcourt Adopted 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Lifetime Health - Holt Adopted 2004 **The textbooks listed are from most recent adoption:** Yes **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)

Our facility is 73 years old, but several buildings have been rebuilt since 1945. All the grounds and facilities are in very good condition with many mature trees in and around the campus. Two site groundskeepers maintain the grounds while District staff maintain the large fields in front and at the rear of the campus.

We completed the addition of an artificial turf football field and new all-weather track in 2005, and those facilities have been updated and replaced during the 2016-17 school year.

A new phase of modernization is now beginning, with new utilities being installed throughout the school and a new two-story, 22-classroom building scheduled to begin construction in February 2018. Phase I of the modernization project was completed in August 2010. This included modernization of 70 percent of our permanent classroom space and the addition of a brand new 16,000-square-foot science building. All modernized instructional spaces are equipped with ceiling-mounted digital light processing projectors, DVD players and document cameras; all are controlled by a Pole-Vault system, which also ties in audio capabilities and wireless microphones.

Our new band and choir rooms were under construction during the summer of 2010 and were opened when school began in August 2010.

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner. As of 1/9/2018 there are currently 39 work requests in progress.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/27/2017				
	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		Insects noted within light fixtures. Drinking fountains need cleaning
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

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	71	70	75	69	56	54

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.

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	82	79	67	68	48	48
Math	49	41	47	48	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	16.8	22.4	48.7

* 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	616	599	97.2	70.5
Male	320	308	96.3	70.5
Female	296	291	98.3	70.5
Black or African American	16	16	100.0	56.3
Asian	20	20	100.0	95.0
Filipino	11	11	100.0	63.6
Hispanic or Latino	289	281	97.2	54.1
White	255	248	97.3	87.5
Two or More Races	21	21	100.0	81.0
Socioeconomically Disadvantaged	213	208	97.7	48.1
English Learners	94	90	95.7	11.1
Students with Disabilities	61	57	93.4	12.3

* 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 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	571	552	96.67	79.35
Male	289	279	96.54	74.19
Female	282	273	96.81	84.62
Black or African American	13	12	92.31	58.33
Asian	19	19	100	100
Filipino	12	12	100	83.33
Hispanic or Latino	258	247	95.74	66.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	249	242	97.19	90.5
Two or More Races	18	18	100	94.44
Socioeconomically Disadvantaged	180	171	95	60.82
English Learners	105	98	93.33	43.88
Students with Disabilities	52	51	98.08	17.65
Foster Youth	--	--	--	--

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	571	546	95.62	41.47
Male	289	274	94.81	42.7
Female	282	272	96.45	40.22
Black or African American	13	12	92.31	41.67
Asian	19	19	100	89.47
Filipino	12	12	100	41.67
Hispanic or Latino	258	241	93.41	28.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	249	243	97.59	49.38
Two or More Races	18	17	94.44	58.82
Socioeconomically Disadvantaged	180	165	91.67	30.3
English Learners	105	95	90.48	15.79
Students with Disabilities	52	50	96.15	0
Foster Youth	--	--	--	--

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)
The Hart Parent Organization facilitates communication between the school, parents, and the community to support our students, staff, and activities and to serve as an advisory group to the principal. The Padres Unidos parent group grew out of a strong desire to involve Spanish-speaking parents. Through this group, we keep parents informed about educational programs and student activities. We often invite representatives from the community to these meetings to inform parents of outreach and support groups that are available to them through local agencies. Parents have an opportunity to share their concerns and ask questions in Spanish. A Spanish version of the Hart News, our newsletter for parents, has improved our communication with our Spanish-speaking parents.

Our School Site Council includes parents, teachers, staff, and students working together on specific goals and initiatives for school improvement.

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
Our safety plan is updated annually and is shared with the community each year. The plan includes sections on child abuse reporting, disaster preparedness, suspension and expulsion, dangerous student notification, sexual harassment, dress codes, the Safe School Action Plan, school rules, hate crime reporting, and the Crisis Management Plan. The plan was discussed at a public meeting in January 2017 and was approved by the school board in August 2017. We also have revised the schoolwide lockdown procedures to include student disturbances. The front gate to the school is always staffed by trained supervisors who require all visitors to check in at the front office.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.8	1.0	1.7
Expulsions Rate	0.1	0.2	0.1
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.5	1.3	1.5
Expulsions Rate	0.1	0.0	0.0
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		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	3
Other	
Average Number of Students per Staff Member	
Academic Counselor	430

* 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)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**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	28	28	27	21	25	27	15	16	32	47	45	30
Mathematics	31	26	26	2	12	9	8	3	10	11	13	6
Science	32	31	31	10	9	6	13	13	21	42	43	36
Social Science	30	28	29	16	16	10	7	15	22	35	31	29

* 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 15-16 and 16-17 school years focuses on the implementation of the Common Core State Standards, differentiation, and instructional technology. To support teachers in the transition to the core, the concentration is on building foundational understanding of the standards, developing resources, and expanding collaborations between all stakeholders. ELA and math content teams have developed pacing guides and have designed rigorous curricular units for the 2016-2017 school year and beyond. Professional Development teams and an Instructional Coach are engaged in a deep examination of the Common Core Anchor Standards for Literacy in preparation for supporting all teachers as they teach literacy across the curriculum. These Common Core Anchor standards delineate reading, writing, listening and speaking skills students utilize across curriculum at all grade levels. All teachers participate in site and district level professional development around these key literacy standards as well as strengthen and support core instruction of literacy practices. Teachers are also provided with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$47,400	$50,221
Mid-Range Teacher Salary	$73,675	$83,072
Highest Teacher Salary	$95,863	$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)	$129,725	$128,094
Average Principal Salary (HS)	$143,879	$146,114
Superintendent Salary	$224,700	$226,121
Percent of District Budget		
Teacher Salaries	34%	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/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$10256	2064	8192	83632
District	♦	♦	8020	78175
State	♦	♦	$6,574	$82,770
Percent Difference: School Site/District			2.1	6.7
Percent Difference: School Site/ State			21.9	1.0

* Cells with ♦ do not require data.

Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
William S. Hart High School	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	1.3	1.5	1.1
Graduation Rate	93.79	96.86	94.87
William S. Hart Union High School	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	1.1	1.2	1
Graduation Rate	95.3	95	95.22
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	837
% of pupils completing a CTE program and earning a high school diploma	22
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30

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	96.72
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	66.73

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	4	♦
Social Science	3	♦
All courses	16	34.8

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2016**		
	School	**District**	**State**
All Students	97.94	81.87	87.11
Black or African American	100	64.17	79.19
American Indian or Alaska Native	0	78.57	80.17
Asian	100	95.41	94.42
Filipino	100	93.78	93.76
Hispanic or Latino	96.53	70.55	84.58
Native Hawaiian/Pacific Islander	0	75	86.57
White	98.91	94.58	90.99
Two or More Races	94.12	91.84	90.59
Socioeconomically Disadvantaged	100	84.39	85.45
English Learners	84	54.1	55.44
Students with Disabilities	97.92	68.25	63.9
Foster Youth	0	64.71	68.19

Career Technical Education Programs

CTE classes are offered as part of College and Career Readiness pathways. Pathways are articulated to include an introductory class, an intermediate class, and a capstone class. Each pathway has an advisor who has worked with the pathways coordinator to develop a pathway with rigorous academic standards. Students are guided by the pathway advisor and their counselor to achieve academic success. Students are supported within the classroom by their CTE teacher.

The measurable outcomes of these programs are demonstrated through pathway completion (seen at Senior Awards Night), advisory committee meetings (which includes community members and their input), District guidelines (the leading force behind pathways), and continual school evaluation based on student class requests.

Courses offered include:
- Animal Care & Services
- Digital Photography
- Entertainment/Performance Occupations
- Automotive Technology
- Cosmetology
- Culinary Arts
- Fashion Merchandising
- Interior Design
- Banking Occupations
- Banking Operations
- Dental Assistant
- Pharmacy Assistant
- Physical Therapy Assistant
- Hotel Operations
- Travel Occupations
- Graphic Arts/Design
- Graphic Arts/Offset Lithography
- Silk Screen Printing
- Retail
- Virtual Enterprise

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.