



William S. Hart High School

24825 North Newhall Avenue • Newhall, CA 91321 • (661) 259-7575 • Grades 9-12

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



William S. Hart Union High School District

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District Governing Board

Robert P. Hall
Robert Jensen, Jr.
Joseph Messina
Linda Storli
Steven M. Sturgeon
Carson Batholomew, 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 72 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. In 2013, Hart High School was also recognized by the California Department of Education as being a California Distinguished School, with additional recognition as an Exemplary Arts Program.

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 have added an additional Advanced Placement (AP) class, AP Computer Science Principles, to our large and comprehensive offering of 20 AP courses. In 2015–2016, Hart students took 1186 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	604
Grade 10	616
Grade 11	545
Grade 12	534
Ungraded Secondary	43
Total Enrollment	2,342

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.1
Asian	3.4
Filipino	1.9
Hispanic or Latino	44.2
Native Hawaiian or Pacific Islander	0.1
White	45.3
Two or More Races	3.3
Socioeconomically Disadvantaged	29.6
English Learners	13.7
Students with Disabilities	7.1
Foster Youth	0.3

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			
William S. Hart High School	14-15	15-16	16-17
With Full Credential	83	90	90
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
William S. Hart High School	14-15	15-16	16-17
Teachers of English Learners	4	5	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.

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	88.2	11.8
Districtwide		
All Schools	68.2	31.9
High-Poverty Schools	50.2	49.8
Low-Poverty Schools	85.9	14.1

* 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: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grade 9 - Timeless Voices, Timeless Themes (Gold) – Prentice Hall Adopted 2002</p> <p>Grade 10 - Timeless Voices, Timeless Themes (Platinum) – Prentice Hall Adopted 2002</p> <p>Grade 11 - Timeless Voices, Timeless Themes (The American Experience) – Prentice Hall Adopted 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Algebra - Hart Interactive Adopted 2016</p> <p>Geometry - Hart Interactive Adopted 2016</p> <p>Algebra 2 - Hart Interactive Adopted 2016</p> <p>Algebra 2/Trig - Hart Interactive Adopted 2016</p> <p>Trigonometry - Houghton Mifflin Adopted 2004</p> <p>Precalculus - Blitzer Precalculus - Prentice Hall Adopted 2006</p> <p>AP Calculus – Rogawski’s Calculus for AP: Early Transcendentals, 2nd Edition - W.H. Freeman Adopted 2014</p> <p>Statistics – Elementary Statistics Picturing the World – Prentice Hall Adopted 2006</p> <p>AP Statistics – The Practice of Statistics, 5th Edition – W.H. Freeman Adopted 2015</p> <p>Foundations in Personal Finance - Mathematics for Personal Financial Literacy and Foundations in Person Finance – Ramsey Education Solutions Adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>AP Biology – Campbell Biology in Focus, 9th Edition – Pearson Adopted 2014</p> <p>AP Chemistry – Chemistry, AP Edition, 11th Edition Update – McGraw-Hill Adopted 2014</p> <p>Physics - Holt Adopted 2002</p> <p>AP Environmental Science – Environment: The Science Behind the Stories, 5th Edition – Pearson Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006</p> <p>Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006</p> <p>Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007</p> <p>Grade 12 - Magruder’s American Government - Prentice Hall Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facility is 72 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 2017. 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 12/19/16 there are currently 34 work requests in progress.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/23/16

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Hazardous material storage in one science classroom was unlocked and cabinets left open. School has been informed and will address this item.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Upper playing fields have some small holes that need to be filled. School has been informed and will address this item.
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 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	75	71	70	77	75	69	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
9	17.3	20.5	44.2

* 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 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	81	82	62	67	44	48
Math	51	49	43	47	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.

**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 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	11	529	512	96.8	82.0
Male	11	243	234	96.3	75.9
Female	11	286	278	97.2	87.0
Filipino	11	11	11	100.0	100.0
Hispanic or Latino	11	232	224	96.5	71.6
White	11	253	245	96.8	90.2
Two or More Races	11	14	14	100.0	100.0
Socioeconomically Disadvantaged	11	170	162	95.3	68.1
English Learners	11	71	65	91.5	28.1
Students with Disabilities	11	37	36	97.3	20.0

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	11	529	512	96.8	49.2
Male	11	243	233	95.9	47.6
Female	11	286	279	97.5	50.5
Filipino	11	11	11	100.0	72.7
Hispanic or Latino	11	232	224	96.5	38.0
White	11	253	245	96.8	56.7
Two or More Races	11	14	14	100.0	71.4
Socioeconomically Disadvantaged	11	170	162	95.3	35.2
English Learners	11	71	65	91.5	9.2
Students with Disabilities	11	37	35	94.6	2.9

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)

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 School Climate State Priority (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 2016 and was approved by the school board in August 2016. 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	2013-14	2014-15	2015-16
Suspensions Rate	0.2	1.8	1.0
Expulsions Rate	1.7	0.1	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	1.5	1.2
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		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

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)

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	27	28	28	25	21	21	25	15	15	35	47	47
Mathematics	29	31	31	15	2	2	17	8	8	37	11	11
Science	32	32	32	7	10	10	12	13	13	41	42	42
Social Science	30	30	30	11	16	16	10	7	7	34	35	35

* 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,577	\$46,184
Mid-Range Teacher Salary	\$70,840	\$75,179
Highest Teacher Salary	\$92,178	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$129,725	\$124,243
Average Principal Salary (HS)	\$143,879	\$137,939
Superintendent Salary	\$234,700	\$217,637
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
William S. Hart High School	2011-12	2013-14	2014-15
Dropout Rate	1.70	1.30	1.50
Graduation Rate	92.54	93.79	96.86
William S. Hart Union High School	2011-12	2013-14	2014-15
Dropout Rate	1.70	1.10	1.20
Graduation Rate	93.03	95.30	95.00
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	690
% of pupils completing a CTE program and earning a high school diploma	10
% 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
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	96.44
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	60.6

* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,744	\$1,927	\$6,817	\$78,130
District	♦	♦	\$6,839	\$75,163
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-0.3	3.9
Percent Difference: School Site/ State			20.1	0.4

* Cells with ♦ do not require data.

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	1	♦
Foreign Language	1	♦
Mathematics	8	♦
Science	14	♦
Social Science	13	♦
All courses	43	1.3

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	97	83	86
Black or African American	100	67	78
American Indian or Alaska Native	100	72	78
Asian	100	94	93
Filipino	100	96	93
Hispanic or Latino	95	70	83
Native Hawaiian/Pacific Islander	100	93	85
White	98	94	91
Two or More Races	100	99	89
Socioeconomically Disadvantaged	100	76	66
English Learners	83	56	54
Students with Disabilities	100	69	78

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.