



# Norwalk High School

11356 Leffingwell Rd. • Norwalk, CA 90650 • (562) 868-0431 • Grades 9-12

Dr. Ryan Smith, Principal

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### **Norwalk-La Mirada Unified School District**

12820 Pioneer Blvd  
Norwalk, CA 90650  
(562) 868-0431  
www.nlmusd.org

#### **District Governing Board**

Karen Morrison President  
Sean M. Reagan Vice President  
Darryl R. Adams Member  
Jesse Urquidi Member  
Chris Pflanzner Member  
Margarita L. Rios Member  
Ana Valencia Member

#### **District Administration**

Dr. Hasmik Danielian  
**Superintendent**  
Dr. Albert Clegg  
**Assistant Superintendent -  
Educational Services**  
Estuardo Santillan  
**Assistant Superintendent, Business  
Services**  
Wayne Shannon  
**Assistant Superintendent, Human  
Resources**

### **School Description**

Welcome to Norwalk High School! We are extremely proud of the work that our faculty and staff are doing to ensure that all students graduate ready for both college and careers. We are committed to providing with students with an educational experience that provides a rigorous curriculum rooted in the Common Core State Standards, instruction that is engaging and interactive, and personalized guidance and support. Since the summer, our teachers have been working collaboratively to make sure that the upcoming school year will be one of the most successful ever.

One of our school's greatest strengths is our vast array of programs to meet the interests and needs of a diverse student body. We pride ourselves in offering a truly comprehensive high school program that encourages students to become involved in their school community. Our rich academic programs like AVID, small learning communities like the Medical Services Careers Academy, and CTE pathways like our Project Lead the Way based engineering, biomedical, and computer science curricula allow students to see the relevance of what they are learning, and apply their skills to 21st century problems. Our variety of clubs and athletics offerings also give students a well-rounded high school experience that will provide memories they will never forget.

Finally, we believe very strongly that only it takes a community effort to educate our students. Parents are our partners, and we encourage their involvement in everything we do. Through monthly parent meetings, a strong relationship with our PTSA, and other regular events, we encourage our parents to engage with our teachers and staff on a regular basis. I am also proud of our partnership with the City of Norwalk, which provides a tremendous amount of resources to support our students and their families.

I am confident that the upcoming school year will be the best in school history. The work that we are doing collaboratively with all stakeholders will ensure that Norwalk High School continues to rise for years to come.

## 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 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 at (562) 868-0431 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	568
Grade 10	504
Grade 11	450
Grade 12	467
<b>Total Enrollment</b>	<b>1,989</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.2
Asian	2.1
Filipino	3
Hispanic or Latino	86.4
Native Hawaiian or Pacific Islander	0.5
White	4.1
Two or More Races	0.4
Socioeconomically Disadvantaged	81
English Learners	19.4
Students with Disabilities	13.1
Foster Youth	0.6

## 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			
Norwalk High School	13-14	14-15	15-16
With Full Credential	89	90	93
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Norwalk High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	6	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

2014-15 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	93.8	6.2
Districtwide		
All Schools	94.2	5.8
High-Poverty Schools	93.9	6.1
Low-Poverty Schools	99.1	0.9

\* 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 2015-16)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades 9-12 English-language Arts: Holt McDougal –Literature Language Arts, adopted 2003 and Common Core aligned Supplemental materials <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Grades 9-12 Mathematics: Houghton Mifflin – Common Core Integrated Math 1, Geometry, Algebra 2, and Pre Calculus, all adopted 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Grades 9-12 Science: Holt McDougal – Earth Science, Pearson Prentice Hall – Biology, Pearson Prentice Hall – Chemistry, and Holt McDougal – Physics, all adopted 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Grades 9-12 Social Science: Holt McDougal – The Americas, Holt McDougal – Modern World History: Patterns of Interaction, Pearson Prentice Hall – Magruger’s American Government, and Holt McDougal – People, Places & Change Geography & Cultures, all adopted 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	Facts about our science labs, called for by the Williams legislation, are available in an online report. What you will find is whether we had sufficient lab equipment and materials for our science lab courses during the 2013–2014 school year. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

Overall Rating: 92.47% - Good

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/08/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			100% - Exemplary
<b>Interior:</b> Interior Surfaces			X	71.67% 58 areas evaluated - General cleaning issues. Stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			98.33%
<b>Electrical:</b> Electrical		X		83.33% Light Fixtures not working in some classrooms
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		87.22% 15 areas evaluated. Sinks/fountains turned off.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			99.17-Exemplary
<b>Structural:</b> Structural Damage, Roofs	X			100%
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100%
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	55	43	44
Math	19	25	33

\* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	41	39	36	55	54	52	59	60	56

\* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.50	18.00	15.10

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	52
All Student at the School	36
Male	37
Female	33
Black or African American	--
Asian	--
Filipino	60
Hispanic or Latino	32
White	56
Two or More Races	--
Socioeconomically Disadvantaged	9
English Learners	2
Students with Disabilities	30
Students Receiving Migrant Education Services	28
Foster Youth	--

\* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	407	398	97.8	19	26	35	20
Male	11		204	50.1	24	25	36	14
Female	11		194	47.7	14	27	34	25
Black or African American	11		21	5.2	52	24	14	10
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		5	1.2	--	--	--	--
Filipino	11		16	3.9	13	6	38	44
Hispanic or Latino	11		334	82.1	17	28	35	19
Native Hawaiian or Pacific Islander	11		3	0.7	--	--	--	--
White	11		17	4.2	24	12	47	18

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11		138	33.9	24	30	33	12
English Learners	11		29	7.1	62	34	3	0
Students with Disabilities	11		56	13.8	46	36	16	2
Students Receiving Migrant Education Services	11		6	1.5	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	407	395	97.1	55	25	14	6
Male	11		203	49.9	62	23	11	3
Female	11		192	47.2	48	26	17	8
Black or African American	11		21	5.2	81	14	5	0
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		5	1.2	--	--	--	--
Filipino	11		16	3.9	19	31	44	6
Hispanic or Latino	11		331	81.3	54	26	13	6
Native Hawaiian or Pacific Islander	11		3	0.7	--	--	--	--
White	11		17	4.2	82	6	12	0
Socioeconomically Disadvantaged	11		137	33.7	60	25	12	2
English Learners	11		30	7.4	90	3	3	0
Students with Disabilities	11		55	13.5	82	15	2	0
Students Receiving Migrant Education Services	11		5	1.2	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

A variety of committees rely on parent participation. Parents are encouraged to join our School Site Council (SSC), English Learners Advisory Committee (ELAC), and Parent, Teachers, and Students Association (PTSA). The SSC is a decision-making body that requires participation from all stakeholders. The ELAC supports both English Learners and their families. The PTSA provides support for many student activities, organizes teacher appreciation events, and awards scholarships to graduating seniors. Monthly parent meetings - Community of Lancers Achieving Student Success (CLASS) - are engaging ways for parents to learn more about what is happening around our school, to ask questions, and to identify ways to become more involved in their student's education. We also encourage parents to read all newsletters, mailers, and other communications from the school. Parents can become involved in their children's schooling in a variety of ways: by attending a sporting event or a drama production or by joining a committee

Many sports teams have parent booster clubs that raise money and organize events for the athletes. We ask that all parents stay involved in their children's school life throughout high school by attending Back-to-School Night in the fall and Open House in the spring

Parental involvement and support is vital to the success of our students. It is important that parents ask their students about the classes they are taking, keep up-to-date with their child's progress and meet with the counseling department to ensure the students are on track and making plans for post-secondary education

Also, our website, [www.norwalklancers.org](http://www.norwalklancers.org) can be used to contact teachers, counselors and administrators. Beginning February 2010, parents were given access to the Parent Portal and are able to access student grades and attendance through the Internet on PowerSchool, our student information system. Please visit our website regularly for updates and information on upcoming events.

### 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

Site administrators and school security officers ensure proper supervision of the campus and school events. We have a close partnership with Norwalk Public Safety and the local sheriff's department, which has helped to reduce graffiti and vandalism on campus.

Our proactive approach to conflict resolution has helped reduce violence on campus. Beginning in the 2007 - 2008 school year, the city of Norwalk and our district partnered to supply our school with a School Resource Officer. This sheriff's deputy is assigned specifically to Norwalk High and John Glenn High and helps maintain a safe environment for the staff and students.

We have a closed campus. All visitors must check in and receive a pass in the front office. Students leaving campus must check out through the attendance office. Only adults indicated on the student's emergency card are authorized to pick up students.

Our School Safety Plan is revised annually and approved by our School Site Council. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We practice fire and earthquake drills three times a year and hold trainings for staff on emergency procedures. Following recent school tragedies, the LA County sheriff's department provided staff training and information on proper procedures in the event of a crisis on campus.

Our site administrators and security staff meet regularly with local law enforcement and district safety officers to remain current on new information and issues within the surrounding community. We feel that being proactive and prepared is the best way to prevent such tragedies from affecting our campus

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	8.01	4.48	2.91
Expulsions Rate	0.09	0.05	0.19
District	2012-13	2013-14	2014-15
Suspensions Rate	5.72	3.57	2.77
Expulsions Rate	0.03	0.07	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2009-2010
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	88.9	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	27	26	28	32	33	24	27	13	13	38	41	40
Math	29	29	29	14	15	15	30	19	15	29	37	40
Science	29	31	29	9	8	11	19	14	17	28	31	29
SS	30	29	31	12	12	11	10	11	13	35	34	32

\* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	6
Other	
Average Number of Students per Staff Member	
Academic Counselor	395

\* 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.

### Professional Development provided for Teachers

Norwalk High School prides itself on the amount of professional development that it provides its teachers and staff, and has implemented a comprehensive approach through the development of its Single Plan for Student Achievement.

The key focus of the professional development plan is the improvement of instruction. Norwalk High School partners with Action Learning Services to train all teachers in Direct Interactive Instruction (DII). DII is an approach to teaching and learning that combines high standards and expectations with lesson design that is interactive and engaging. DII also aids teachers in the development of formative and summative assessments to help guide the teaching and learning process. Each teacher receives training that includes an overview of the key components of DII, demonstration lessons, and individual coaching.

Teachers in each department also receive support and resources to collaborate on a regular basis. Each team is responsible for working together to develop common assessments, lesson plans, assignments and projects. Teachers also use this time to compare performance data that is used to improve teaching and identify students for support. Teachers within Norwalk's Linked Learning pathways also collaborate frequently to support students who articulate through their programs.

The Norwalk-La Mirada Unified School District also supports Norwalk High School by providing a tremendous amount of professional development. Norwalk has developed a Common Core Leadership Team that attends district trainings, and is responsible for bringing the information back to their colleagues. The district also provides teachers in each department training specific to their curricular and instructional needs on a regular basis.



FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,163	\$43,062
Mid-Range Teacher Salary	\$71,576	\$67,927
Highest Teacher Salary	\$93,898	\$87,811
Average Principal Salary (ES)	\$120,175	\$110,136
Average Principal Salary (MS)	\$119,271	\$115,946
Average Principal Salary (HS)	\$130,092	\$124,865
Superintendent Salary	\$211,406	\$211,869
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	5%

\* 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/).

### Types of Services Funded

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10467.04	3256.31	7210.74	74,146.03
District	♦	♦	6913.40	\$76,984
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			4.3	-3.7
Percent Difference: School Site/ State			34.8	3.7

\* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	40	29	31	42	39	19
All Students at the School	45	29	26	45	40	15
Male	55	26	20	44	41	14
Female	36	32	32	46	39	15
Asian	27	18	55	9	36	55
Filipino	35	30	35	40	35	25
Hispanic or Latino	47	28	25	48	39	13
White	32	48	20	20	68	12
Socioeconomically Disadvantaged	45	31	24	45	42	14
English Learners	98		2	89	11	
Students with Disabilities	90	10		82	18	
Students Receiving Migrant Education Services	37	40	23	46	43	11

\* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Norwalk High School	2012-13	2013-14	2014-15
English-Language Arts	51	43	55
Mathematics	52	57	55
Norwalk-La Mirada Unified School	2012-13	2013-14	2014-15
English-Language Arts	53	39	45
Mathematics	55	44	43
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Norwalk High School	2011-12	2012-13	2013-14
Dropout Rate	1.10	3.20	2.00
Graduation Rate	95.29	95.06	96.52
Norwalk-La Mirada Unified School	2011-12	2012-13	2013-14
Dropout Rate	3.80	3.10	3.50
Graduation Rate	92.43	93.97	93.13
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95



Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1374
% of pupils completing a CTE program and earning a high school diploma	91.53%
% 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
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.3
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	41.65

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	94.41	87.27	84.6
Black or African American	83.33	82.22	76
American Indian or Alaska Native	100	133.33	78.07
Asian	109.09	87.76	92.62
Filipino	88.24	98	96.49
Hispanic or Latino	95.07	86.95	81.28
Native Hawaiian/Pacific Islander	100	81.82	83.58
White	88	88.32	89.93
Two or More Races	100	84.21	82.8
Socioeconomically Disadvantaged	72.22	57.03	61.28
English Learners	75	53.47	50.76
Students with Disabilities	93.99	84.94	81.36
Foster Youth	--	--	--

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	6	♦
Fine and Performing Arts		♦
Foreign Language	4	♦
Mathematics	4	♦
Science	4	♦
Social Science	12	♦
All courses	30	.8

\* Where there are student course enrollments.

### Career Technical Education Programs

Pathways: Engineering, Visual and Performing Arts, Medical, Fashion Design, Business, Automotive, Culinary

### 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, the county, and the state. 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.