

# La Mirada High School

13520 Adelfa Drive • La Mirada, CA 90638 • (562) 868-0431 • Grades 9-12

Lisa Reed, Principal

lreed@nlmusd.org

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



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

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

#### **District Governing Board**

Sean M. Reagan Board President

Chris Pflanzler Board Vice President

Darryl R. Adams Member

Margarita L. Rios Member

Karen Morrison Member

Jesse Urquidi Member

Ana Valencia Member

#### **District Administration**

Dr. Hasmik Danielian  
**Superintendent**

Dr. Albert Clegg  
**Assistant Superintendent -  
Educational Services**

Estuardo Santillan  
**Assistant Superintendent, Business  
Services**

John Lopez  
**Assistant Superintendent, Human  
Resources**

### **School Description**

La Mirada High School has a rich tradition of academic excellence. For over 50 years we have been sending our students to colleges and universities of their choice and preparing them for careers in the workforce. The Matador Scholar Academy (MSA) continues to provide a learning community that offers an honors/Advanced Placement (AP) path for those students who want to be challenged academically, well prepared for college, and who wish to earn college credit while still in high school. New AP courses are added on a regular basis with the most recent additions being AP Computer Science and AP Studio Art 3D. Our four academies also provide enrichment activities and specific academic focus to help students thrive in the high school setting. The APPLE academy prepares students for careers with children and the ACE academy provides future business leaders/entrepreneurs focused coursework and experiences in a global, competitive society. La Mirada has been awarded two additional grants that fund our newer Engineering and VAPA (Visual and Performing Arts) academies. Engineering students are focused on careers within the fields of math and science and VAPA students are provided a curriculum rich with art, dance, visual and performing arts, world music, video productions and graphic design. Our extracurricular activities, internships and clubs enrich our student lives and help them thrive in high school. We continue to provide a competitive and successful athletic program. Student athletes compete on twelve different teams, including football, baseball, wrestling, girls' softball, girls and boys' volleyball, soccer, basketball, track, tennis, and swimming at league, CIF, and state levels.

Despite state-wide challenges in rapidly decreasing enrollment, La Mirada continues to experience an increase in enrollment. To meet this challenge, our plan is to increase the scope of our academic classes as well as enhance Regional Occupational Program (ROP) offerings for students entering the workforce upon graduation. Parents, as well as the community at large, are vital to the success of all of our endeavors, and we invite you to join us for a new year of growth and accomplishment.

## 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	528
Grade 10	500
Grade 11	528
Grade 12	542
<b>Total Enrollment</b>	<b>2,098</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.1
Asian	4.4
Filipino	4.7
Hispanic or Latino	66
Native Hawaiian or Pacific Islander	0.9
White	20.4
Two or More Races	0.7
Socioeconomically Disadvantaged	49.9
English Learners	3.3
Students with Disabilities	7.1
Foster Youth	0.5

## 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			
La Mirada High School	14-15	15-16	16-17
<b>With Full Credential</b>	92	96	102
<b>Without Full Credential</b>	1	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Norwalk-La Mirada Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	1013
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
La Mirada High School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	1	0	0
<b>Total Teacher Misassignments</b>	1	00	0
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	92.4	7.7
Districtwide		
<b>All Schools</b>	96.4	3.6
<b>High-Poverty Schools</b>	96.2	3.8
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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)

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: 2014	
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)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/22/2011				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<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] 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	64	71	43	46	44	48
Math	26	34	25	29	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	57	53	51	54	52	47	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	18.6	19.7	39.2

\* 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 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	465	426	91.6	51.4
Male	241	221	91.7	54.3
Female	224	205	91.5	48.3
Asian	16	15	93.8	60.0
Filipino	18	18	100.0	66.7
Hispanic or Latino	316	295	93.4	48.1
White	100	85	85.0	58.8
Socioeconomically Disadvantaged	224	201	89.7	46.3
English Learners	18	14	77.8	21.4
Students with Disabilities	48	39	81.3	35.9

\* 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	501	496	99.0	71.2
Male	11	251	248	98.8	67.7
Female	11	250	248	99.2	74.6
Black or African American	11	14	14	100.0	50.0
American Indian or Alaska Native	11	--	--	--	--
Asian	11	29	27	93.1	70.4
Filipino	11	23	23	100.0	91.3
Hispanic or Latino	11	321	319	99.4	69.0
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	99	98	99.0	78.6
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	245	244	99.6	69.3
English Learners	11	16	16	100.0	18.8
Students with Disabilities	11	36	35	97.2	17.1
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	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	11	503	498	99.0	33.7
Male	11	253	250	98.8	34.4
Female	11	250	248	99.2	33.1
Black or African American	11	15	15	100.0	20.0
American Indian or Alaska Native	11	--	--	--	--
Asian	11	29	27	93.1	74.1
Filipino	11	23	23	100.0	43.5
Hispanic or Latino	11	322	320	99.4	29.4

**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	11	--	--	--	--
White	11	99	98	99.0	35.7
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	246	245	99.6	29.0
English Learners	11	16	16	100.0	37.5
Students with Disabilities	11	36	35	97.2	8.6
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	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)

We have many opportunities for parents to participate in the life of La Mirada High School. Traditional methods of parent involvement include PTSA, English Learners Advisory Committee (ELAC) and School Site Council (SSC). Other parent involvement opportunities include the Link Crew Committee that organizes special events for incoming ninth graders, a Graduation Committee, and a large number of booster clubs for our athletic teams and band. The Matador Scholar Booster Club was founded in 2012. The purpose of this group is to support our AP and Honors level students as well as students in the VAPA program. The PTSA works with our counselors to organize College Information Nights for parents and students. A group of parents write news articles for the parent newsletter, and all parents are encouraged to attend Back-to-School Night in the fall and Open House in the spring. We always need new volunteers! To find out more about becoming involved at our school, call the school office at (562) 868-0431, Ext. 3979.

#### 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

The site administrators and our campus security monitor the grounds for half an hour before classes begin, throughout the entire school day, and for one hour after dismissal. A sheriff's deputy is stationed at LMHS and serves all the schools in the City of La Mirada. She is a welcome resource, and serves in the capacity of adviser to the school and as a liaison with the city of La Mirada. This relationship has greatly reduced the incidence of violence and drug possession at our school. La Mirada High School is a closed campus, and visitors must sign in at the office before entering campus. The School Safety Plan is revised annually by a committee that consists of school administration, teachers, support staff, school security, the school deputy, students and parents. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school website and keep copies in the office for our parents. This plan is also shared with all staff during a school wide staff meeting. We practice regular emergency drills and hold trainings for staff on emergency preparedness. Recently, cameras were installed to monitor vandalism and theft. These deterrents have help reduce the acts of vandalism on campus, especially in the area of graffiti.

**Suspensions and Expulsions**

School	2013-14	2014-15	2015-16
Suspensions Rate	4.4	2.9	3.1
Expulsions Rate	0.1	0.1	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.6	2.8	2.7
Expulsions Rate	0.1	0.1	0.0
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
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		88.9

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	4
Other	
Average Number of Students per Staff Member	
Academic Counselor	425

\* 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	29	28	28	20	20	20	16	30	30	43	29	29
Mathematics	30	30	30	14	10	10	19	20	20	33	28	28
Science	30	27	27	8	14	14	16	23	23	30	19	19
Social Science	29	30	30	18	15	15	19	21	21	35	39	39

\* 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**

The focus of staff development at La Mirada High School falls under the following five categories: Common Core Implementation, Common Instructional Strategies, CAHSEE Intervention, Linked Learning and Advanced Placement Training. Common Core Implementation training is being implemented by a site team of teachers. This team consists of administration, a representative from the math, language arts, science and social science departments. As well as a career technical education teacher and a technology expert. The purpose of this team is to prepare our staff for the implementation of the new common core standards and to make sure we are prepared to administer the SBAC during the assigned testing window. Based on recommendations from our 2012 WASC visit, LMHS has developed three common instructional strategies: Focused note taking (Cornell Notes), summarization strategies (GIST) and Close Reading. These strategies have helped our students become more organized and better prepared for post secondary education. La Mirada High School's graduation rate is 97% and we attribute this to the hard work of our students and teachers. The majority of our students pass the CAHSEE on the first attempt (88% ELA and 89% Math). The LA 10 teachers work together during late start faculty meetings to design CAHSEE Prep lessons. These lessons are based on released CAHSEE questions and writing prompts. For the approximately 12% of students who do not pass on the initial attempt CAHSEE intervention programs have been designed by our language arts and math teachers. La Mirada High School is excited to be involved in the Linked Learning program that prepares students for both college and the workforce. We are in the initial research and planning stages of this program and look forward to fully implementing linked learning throughout our campus. Finally, Advanced Placement professional development is



ongoing. LMHS offers 20 AP courses and requires that teachers of these courses be trained on a regular basis. The results of these trainings are evident in our AP results. The majority of our AP classes have shown steady growth over the past 3 years.

The methods of these professional developments occur in one of three ways: Late Start meetings - LMHS schedules two late start meetings a month. The majority of staff development takes place during late start meetings. After School professional development - teachers are often paid to attend after school trainings to discuss effective instructional strategies, especially in the area of common core implementation and CAHSEE intervention. Conference Attendance - the most often used professional development for advanced placement and linked is conference attendance.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,010	\$44,958
Mid-Range Teacher Salary	\$74,441	\$70,581
Highest Teacher Salary	\$97,657	\$91,469
Average Principal Salary (ES)	\$124,784	\$113,994
Average Principal Salary (MS)	\$123,318	\$120,075
Average Principal Salary (HS)	\$136,152	\$130,249
Superintendent Salary	\$230,000	\$218,315
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	6%	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/).

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
La Mirada High School	2011-12	2013-14	2014-15
Dropout Rate	1.00	1.40	1.00
Graduation Rate	97.14	97.60	97.83
Norwalk-La Mirada Unified School	2011-12	2013-14	2014-15
Dropout Rate	3.10	3.50	2.90
Graduation Rate	93.97	93.13	94.03
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	1516
% of pupils completing a CTE program and earning a high school diploma	94.88%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	.36

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10,157.28	2501.52	7655.76	74,988.01
District	♦	♦	7392.59	\$80,236
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			3.6	-6.5
Percent Difference: School Site/ State			34.9	1.0

\* 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	99.11
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	39.6

\* 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	1	♦
English	2	♦
Fine and Performing Arts	4	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	4	♦
Social Science	6	♦
All courses	22	.17



**Completion of High School Graduation Requirements**

Group	Graduating Class of 2015		
	School	District	State
All Students	97	88	86
Black or African American	89	84	78
American Indian or Alaska Native	100	100	78
Asian	97	85	93
Filipino	94	98	93
Hispanic or Latino	99	88	83
Native Hawaiian/Pacific Islander	100	82	85
White	94	90	91
Two or More Races	100	88	89
Socioeconomically Disadvantaged	94	68	66
English Learners	47	42	54
Students with Disabilities	100	90	78

**Career Technical Education Programs**

Pathways: Visual and Performing Arts, Engineering, Academy of Commerce and Entrepreneurship, Welding, Academy of Preparing Prospective Leaders in Education, Medical

Other Courses: Green Construction/Wood, Accounting, Finance, CSI Forensics, Photo Editing, Graphic Design,

**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.