

MISSION SAN JOSE HIGH SCHOOL

41717 Palm Ave. • Fremont, CA 94539 • (510) 657-3600 • Grades 9-12

Zack Larsen, Principal
zlarsen@fremont.k12.ca.us
www.fremont.k12.ca.us

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Fremont Unified School District

4210 Technology Drive
Fremont, CA 94538
(510) 657-2350
www.fremont.k12.ca.us

District Governing Board

Yang Shao, Ph.D.
Michele Berke, Ph.D.
Desrie Campbell
Ann Crosbie
Larry Sweeney

District Administration

Kim Wallace, Ed.D.
Superintendent
Raul A. Parungao
Associate Superintendent
Debbie Ashmore
**Assistant Superintendent,
Instruction**
Raul M. Zamora, Ed.D.
**Assistant Superintendent, Human
Resources**

School Description

Mission San Jose High School's faculty and staff are committed to excellence in education, to high moral and ethical standards, and to the development of successful individuals. Mission San Jose has a tradition of educational excellence. We received a full six-year Western Association of Schools and Colleges accreditation in 2014. Mission San Jose graduates every senior, our 2018 graduation rate is 100%, and the attendance rate for the school is 99 percent. Ninety-five percent of our graduates matriculated to post-secondary education, with 85 percent attending four-year colleges or universities, including UC and CSU campuses. Of the graduating class of 2018 who went to college, 170 enrolled in UC campuses, 58 enrolled in CSU campuses, while 173 attended private or out-of-state schools.

We have an extensive Advanced Placement (AP) program of 20 courses, including AP Chinese Language and Culture, AP Japanese, AP Music Theory, AP Computer Science, and AP Studio Art. Mission San Jose also offers three college level courses on campus including C++, Discrete Math, Multivariable Calculus, and Linear Algebra. Mission San Jose is the district leader in average SAT scores and continues to increase the mean score yearly, with a writing/reading average score of 707 and math average score of 730 for this year.

In 2009 Mission San Jose was nominated as a National Blue Ribbon School of Distinction for the second time. Mission San Jose was recognized in the Spring of 2015 as a California Gold Ribbon School for its exemplary programs to support all students, Challenge Success, STEM Success, Writers Block, and weekly Advisory/Collaboration. Over half of our approximately 2,000 students participate on one or more athletic team and there are 90 clubs and organizations on campus to support student interests.

Our Mission Statement is as follows: "Preparing the Next Generations for the Global Community."

Mission San Jose High School prepares students for an innovative, evolving, advanced and culturally diverse global community. We believe that a solid, well-rounded education is the basis for personal and professional development. We create a positive, safe and supportive learning environment. We nurture the academic, personal, and social development of our students, preparing them for a lifetime of learning, service, and leadership.

*Parents partner with the school in assisting students in their academic achievement and growth toward personal maturity.

*Students engage in learning as active participants in their own development.

*Teachers focus on creating a rigorous and relevant curriculum which will prepare students to be college- and-career-ready.

*Teachers, counselors, and administrators all support rigor and relevance for the student and place an emphasis on ensuring that positive and collaborative relationships are established to foster deeper and more meaningful learning.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	502
Grade 10	497
Grade 11	489
Grade 12	526
Total Enrollment	2,014

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.1
Asian	90.9
Filipino	1.6
Hispanic or Latino	1.5
Native Hawaiian or Pacific Islander	0.1
White	4.6
Socioeconomically Disadvantaged	6.0
English Learners	3.2
Students with Disabilities	3.8
Foster Youth	0.1

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			
School	16-17	17-18	18-19
With Full Credential	85	83	84
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
District	16-17	17-18	18-19
With Full Credential	◆	◆	1713
Without Full Credential	◆	◆	6
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Notes:

1) "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

2) Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials Year and month in which data were collected: 10/30/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>National Geographic Edge-ELD 1 and 2, Cengage StudySync-ELD 3, McGraw Hill Adopted 2018</p> <p>California Collections, Houghton Mifflin Harcourt Adopted 2016</p> <p>ERWC Brave New World, Aldous Huxley Into the Wild, Jon Krakauer 1984, George Orwell Adopted 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Big Ideas Math, Algebra 1, Geometry, Algebra II Adopted 2016</p> <p>SpringBoard Course 3, College Board Adopted 2014</p> <p>Calculus, sixth edition, Houghton Mifflin Adopted 2008</p> <p>Intermediate Algebra II, Cengage Adopted 2008</p> <p>Trigonometry, Cengage Adopted 2008</p> <p>Precalculus, fifth edition, Thomson/Brooks/Cole Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Physical Science Concepts in Action, Prentice Hall Adopted 2008</p> <p>Biology by Miller/Lavine, Prentice Hall Adopted 2007</p> <p>Chemistry by Myers, Holt Adopted 2007</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>Introduction To Women's and Gender Studies An Interdisciplinary Approach, Oxford University Press (Mission San Jose High School) Adopted 2017</p> <p>World Geography, Glencoe Adopted 2006</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 10/30/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Modern World History, Prentice Hall Adopted 2006</p> <p>American Vision, Glencoe Adopted 2006</p> <p>Economics, Pearson Adopted 2006</p> <p>American Government, Pearson Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>French 4- Sur le vif, Cengage Adopted 2016</p> <p>French 3- D'accord!, Vista Higher Learning Adopted 2014</p> <p>Avencemos! Spanish 1, 2 & 3, Houghton Mifflin Harcourt Adopted 2014</p> <p>Spanish 4- IMAGINA espanol sin barreras Adopted 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>FLASH Adopted 2012</p> <p>Lifetime Health, Holt Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>Art 1- Exploring Visual Design, Davis Publications Adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Mission San Jose opened in 1964, 54 years ago. Our parent group, Mission Possible, in conjunction with the facilities and maintenance departments has made a conscientious effort to improve the school grounds by doing concrete work, purchasing picnic tables, and planting trees and shrubbery. We have an onsite maintenance technician and nine full-time custodians to keep our facilities clean. District maintenance removes graffiti and maintains the grounds on a rotation cycle. During the 2008-2009 school year, we saw the completion of a new, modernized kitchen, and in the fall of 2009, we saw the completion of two more dining areas as well as a new faculty lounge and three classrooms. Also in 2009, Mission San Jose's entire campus became wireless and has opened opportunities for staff and students to access the internet at any point on campus. Over the summer of 2017 Measure E funds were used to modernize the wireless system on campus and expand capacity. The new wiring will eventually include a modernized public address system, integrated clocks, and a new telephone system. Additionally over the summer of 2017 Measure E funds were used to replace flooring which tested positive for asbestos. Three years ago the FUSD Board of Education approved the demolition of the original swimming pool. The construction of a new pool is underway and is expected to be completed by the end of January, 2019. The new swimming pool and facility will be deep enough to allow for competitive water polo as well as safe diving to start races at swim meets.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 10/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	B-Wing: Room B22- Paint chipping on back wall, chipped floor tile at entry. Room B31- Broken tile at entry.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	93.0	94.0	75.0	77.0	48.0	50.0
Math	90.0	94.0	71.0	73.0	37.0	38.0

Note: ELA and 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.

School Year 2017-18 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	485	474	97.73	94.09
Male	250	244	97.60	91.80
Female	235	230	97.87	96.52
Black or African American	--	--	--	--
Asian	444	433	97.52	95.61
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	23	23	100.00	73.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	29	100.00	86.21
English Learners	27	26	96.30	50.00
Students with Disabilities	16	15	93.75	26.67
Foster Youth	--	--	--	--

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Notes:

1) Cells with N/A values do not require data.

2) The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and will be field-tested in 2018–19.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	11.4	24.6	56.8

School Year 2017-18 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	485	476	98.14	94.12
Male	250	245	98	94.69
Female	235	231	98.3	93.51
Black or African American	--	--	--	--
Asian	444	436	98.2	96.56
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	23	23	100	69.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	29	100	82.76
English Learners	27	26	96.3	76.92
Students with Disabilities	16	15	93.75	20
Foster Youth	--	--	--	--

CAASPP Notes:

1) ELA and 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.

2) 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.

3) 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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Parent involvement is the cornerstone of Mission San Jose High School. Parents have many opportunities for involvement. These include our School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Faculty Association (PFA), Mission Boosters, Parents of Universal Performers (PUPS), our Challenge Success committee, which is affiliated with Stanford University's Education Department, WASC committee, district committees and chaperoning at many student extracurricular activities. Parents contribute countless hours to the improvement of the school and our academic program. Parents have provided a stipend for one of our counselors so the peer counseling program could remain as an intervention program on campus, organized Make a Difference Days, and assisted in organizing College Information Nights. We invite all parents to attend Back-to-School Night in the fall, Parent Conferences in November, and "Mission Expo" which is our open house in the spring. Additionally we have 2 "Town Hall" meetings during the school year which cover relevant topics related to raising adolescents.

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 campus supervisors monitor the campus from a half hour before school begins to a half hour after school ends. The four administrators assist in campus supervision during the lunch period and throughout the school day. We do not have a closed campus at lunch. However, while our students may leave campus other students and the public may not visit campus. The Fremont Police Department currently assists in providing support to ensure safety on our campus. All visitors must sign in at the front office and affix a visitors badge to their clothing for the duration of their stay on campus.

Our comprehensive School Safety Plan is revised annually. The current plan was revised in March, 2018. The plan is updated by the safety committee made up of administration, teachers, students and parents. Once modifications are made, the plan is approved by the School Site Council and by the Instructional Leadership Team. The faculty, including certificated and classified are inserviced in August every year on the plan and any changes and then the plan is electronically sent to all staff. The inservice for staff occurred on August 24, 2018. The plan covers procedures for fire/fire drill, earthquake/earthquake drill, shelter in place/lockdown, bomb threat, school evacuation, and hazing/initiation rituals. In addition, hate-motivated crimes, name calling and bullying, and a safe and drug-free school are addressed. We practice fire and earthquake drills at least twice a year, and we train staff on emergency preparedness at the beginning of each year. The plan is shared with staff prior to the beginning of the school year, and emergency procedures are placed on posters and located in every classroom. Staff disseminate plan information to parents via Schoolloop messages and through the school website. Teachers are responsible for ensuring students in their classes are aware of the policies and what actions to take in the event of an incident or disaster on or near the Mission San Jose High campus. Safety information is included in substitute folders which are handed to substitute teachers for consult during their work day.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.8	1.1	1.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.7	1.9	1.7
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.6
Social Worker	0
Nurse	.31
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	1.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	504

Notes: 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	25.0	24.0	25.0	20	22	22	56	49	41	9	13	21
Mathematics	28.0	26.0	27.0	7	9	15	35	38	39	9	8	31
Science	29.0	30.0	30.0	2	2	3	55	36	45	4	17	16
Social Science	30.0	30.0	30.0	6	5	6	50	42	48	26	28	24

Note: 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

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days

2017-2018: 3 days

2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$65,398	\$47,903
Mid-Range Teacher Salary	\$87,958	\$74,481
Highest Teacher Salary	\$114,623	\$98,269
Average Principal Salary (ES)	\$144,100	\$123,495
Average Principal Salary (MS)	\$158,436	\$129,482
Average Principal Salary (HS)	\$174,929	\$142,414
Superintendent Salary	\$295,000	\$271,429
Percent of District Budget		
Teacher Salaries	46.0	35.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Title I ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.
- Federal Title III funds are used to provide district level services to support Immigrant and English Learners at all schools, kindergarten through grade twelve.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, instructional assistants, supplemental instructional materials, professional development for staff, and parent involvement activities.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7630	1320	6310	91503
District	◆	◆	7739	\$89,145
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-20.3	4.3
Percent Difference: School Site/ State			-4.1	14.4

Notes:

1) Cells with ◆ do not require data.

2) The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
School	2014-15	2015-16	2016-17
Dropout Rate	1.7	0.7	1.2
Graduation Rate	97.9	98.2	95.2
District	2014-15	2015-16	2016-17
Dropout Rate	4.0	3.3	4.1
Graduation Rate	93.0	93.2	91.4
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	579
% of pupils completing a CTE program and earning a high school diploma	5.92
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.7
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	91.2

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	6	♦
Fine and Performing Arts	3	♦
Foreign Language	5	♦
Mathematics	14	♦
Science	22	♦
Social Science	17	♦
All courses	67	45.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	97.7	91.0	88.7
Black or African American	100.0	81.3	82.2
American Indian or Alaska Native	0.0	83.3	82.8
Asian	98.2	95.5	94.9
Filipino	83.3	92.8	93.5
Hispanic or Latino	85.7	80.4	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	88.0	87.7	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	89.5	89.5	88.6
English Learners	45.5	63.4	56.7
Students with Disabilities	42.9	62.1	67.1
Foster Youth	0.0	40.0	74.1

Career Technical Education Programs

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses are open to all students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.