

# Edward C. Merlo Institute of Environmental Studies

1670 East 6th St. • Stockton, CA 95206 • (209) 933-7190 • Grades 9-12

Bukky Oyebade, Principal  
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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### **Stockton Unified School District**

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
www.stocktonusd.net

#### **District Governing Board**

Gloria Allen  
Andrea Burrise  
Kathleen Garcia  
Colleen Keenan  
Maria Mendez  
Angela Phillips  
Steve Smith

#### **District Administration**

Ms. Julie Penn  
**Superintendent**  
Ms. Julie Penn  
**Interim Superintendent**  
Dr. Mark Hagemann  
**Interim Deputy Superintendent**

### **Principal's Message**

Edward C. Merlo Institute of Environmental Technology is a Specialty high school that provides students with a small but engaging school environment for our students. We are an Environmental Engineering high school that provides Environmental Advocacy and Engineering training to our students and exposure to a range of A-G courses in preparation for college and career. Our goal is to ensure student mastery of standards accompanied by experiential and enriched learning.

Beginning this 2014-15 school year, Merlo institute introduced pre-engineering courses, to our students. A new Engineering lab was also constructed for this purpose. In addition to this, we began planning for a transition to become a nationally accredited Engineering program by the 2015/16 academic school year. The first of the series of courses will be the Introduction to Engineering and design (IED) course. As we continue to build our Environmental Advocacy program, students will also receive training in media, graphics and industry adopted standards that will prepare our students for future career opportunities. At the end of their senior year, students will present Engineering/Environmental research projects to industry partners and community leaders.

Another major achievement at our school is the performance of our students at the SkillsUSA competitions. Merlo students have demonstrated excellence at the regional, state and national levels. Through the use of the 3D modeling technology, students have designed projects such as the underwater ROVs that is currently on its 5th prototype.

Finally, Merlo Institute strives to ensure that its graduates are academically, socially and environmentally responsible citizens who are aware of the impact of their decisions on the society as a whole.

Bukky Oyebade, 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 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 (209) 933-7190 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	65
Grade 10	44
Grade 11	52
Grade 12	59
<b>Total Enrollment</b>	<b>220</b>

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
Asian	1.8
Filipino	0.5
Hispanic or Latino	93.2
White	1.8
Socioeconomically Disadvantaged	96.4
English Learners	35.5
Students with Disabilities	4.5

SOURCE: California Department of Education

## 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			
Edward C. Merlo Institute of Environmental	13-14	14-15	15-16
<b>With Full Credential</b>	11	11	10
<b>Without Full Credential</b>	0	0	2
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Stockton Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	◆	◆	1437
<b>Without Full Credential</b>	◆	◆	133
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	12

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Edward C. Merlo Institute of	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	1	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.

SOURCE: This information is provided by the school district.

### 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
<b>This School</b>	97.0	3.0
Districtwide		
<b>All Schools</b>	95.8	4.2
<b>High-Poverty Schools</b>	95.8	4.2
<b>Low-Poverty Schools</b>	0.0	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.

SOURCE: California Department of Education

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>9-12 Math, Algebra I, II &amp; Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>Calculus HM Adopted in 2006</p> <p>PreCalculus Adopted in 2006</p> <p>Statistics McDougal Adopted in 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>California Holt Earth Science Adopted in 2007</p> <p>Biology Adopted in 2007</p> <p>Chemistry: Matter and Change Adopted in 2007</p> <p>Physics: Principles and Problems Adopted in 2007</p> <p>Health Glencoe Adopted in 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>World History: The Modern World Adopted in 2007</p> <p>The American Vision: Modern Times Adopted in 2006</p> <p>Magruder's American Government Adopted in 2006</p> <p>Economics: Principles in Action Adopted in 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	French - McDougal Adopted in 2001  Spanish – Prentice Hall Adopted in 2000  <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)**

Our school was built in the mid 1950's.

We have 19 classrooms, a multipurpose room, a library and an administration building.

**Maintenance and Repair:**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The gym (city property shared by Merlo) opened in May, 2010 and is a joint-use project with the City of Stockton. We make regular use of this excellent facility.

**Cleaning Process and Schedule:**

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/13/2015				
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	P-13: hole on ceiling tiles. P-16: rips on walls, replace section of ramp has wood rot. P18: rips on walls,replace damage dead bolt on door. rm 1: stained ceiling tiles.
<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			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/13/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			P-16: rips on walls, replace section of ramp has wood rot.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	overall: remove dead tree by rm2 P18: rips on walls,replace damage dead bolt on door. rm 8: cabinet door needs to be secured hanging.
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], 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	2	23	44
Math	0	17	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.

SOURCE: California Department of Education

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	7	8	7	32	31	29	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.

SOURCE: California Department of Education

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.60	20.30	3.40

\* 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.

SOURCE: California Department of Education

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	29
All Student at the School	7
Male	10
Female	4
Asian	--
Hispanic or Latino	7
White	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	2
Students Receiving Migrant Education Services	--
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.

SOURCE: California Department of Education

**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	51	49	96.1	76	22	2	0
Male	11	51	26	51.0	69	27	4	0
Female	11	51	23	45.1	83	17	0	0
Black or African American	11	51	2	3.9	--	--	--	--
Hispanic or Latino	11	51	47	92.2	77	21	2	0
Socioeconomically Disadvantaged	11	51	46	90.2	74	24	2	0
Students Receiving Migrant Education Services	11	51	1	2.0	--	--	--	--
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.

**SOURCE: California Department of Education**

**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	51	49	96.1	90	10	0	0
Male	11	51	26	51.0	88	12	0	0
Female	11	51	23	45.1	91	9	0	0
Black or African American	11	51	2	3.9	--	--	--	--
Hispanic or Latino	11	51	47	92.2	89	11	0	0
Socioeconomically Disadvantaged	11	51	46	90.2	89	11	0	0
Students Receiving Migrant Education Services	11	51	1	2.0	--	--	--	--
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.

**SOURCE: California Department of Education**

### 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

At Merlo institute, we believe that parents are essential partners to achieving our goal of raising students achievement. As a result, Merlo school activities to build partnerships with parents will

1. Include parents as chaperons to attend College field trips to increase parent awareness

2. Include parent college presentation- evening events/College orientation. Also create morning sessions for parents or include them in student workshops- graduation requirements, A-G
3. Invite parents to staff meetings and professional development where applicable
4. Provide Volunteer opportunities- checking out books, and ongoing for recreational sports, registration, etc.
5. Offer English classes to parents –generate sign up list at registration/ parent-student conferences
6. Offer basic computer training-how to use internet, searching, how to check grades, social media, Microsoft, Google, Resume writing, etc.
7. Offer activities based on parent needs- Needs assessment at registration and student interviews, use automated messages once a week.
8. Offer meetings at different days and times.

Parents and community members wishing to partner with our school can reach our main office at (209) 933-7190. Bilingual staff are also available to assist Spanish speakers.

**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**

We at Merlo Institute place a strong emphasis on ensuring the safety and cleanliness of all students, staff and school premises. From the annual Readiness Emergency Management School (REMS) plan that is renewed yearly to, the ongoing daily supervisions of Merlo's hallways and common areas; we at Merlo make every effort to secure our surroundings and provide students and staff with a secure and conducive learning environment. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel of the emergency and steps are immediately taken to remedy the emergencies or evacuate staff and students.

The school's Disaster Preparedness Plan documents procedures to follow during emergencies and natural disasters. It identifies key locations of disaster kits and specifies emergency exit and evacuation plans. Emergency drills are also conducted on a periodic and regular basis.

Supervision of student activities is also paramount to our staff members. It is considered the joint responsibility of all. During passing periods, staff members are out in the hallways, vigilant enough to redirect students to class or immediately address any issues that may arise in the hallways. In addition to installing surveillance cameras, Merlo's Campus Security Monitor, and site administration can be seen at school entries and exits at both the start and end of the school day, welcoming students and parents unto the campus. To monitor the influx of visitors, all visitors have only one entry through the main office and are required to check in with the office staff. While on campus, their visitor badges and entry authorizations must be displayed at all times.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	11.51	7.82	7.20
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	10.96	10.09	9.39
Expulsions Rate	0.02	0.08	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**SOURCE: California Department of Education**

## 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	N/A	Yes	Yes

SOURCE: California Department of Education

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		50
Percent of Schools Currently in Program Improvement		86.2

SOURCE: California Department of Education

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	23	27	4	4	3	2	7	3	4		3
Math	18	22	26	7	4	3	4	6	3			1
Science	26	26	28	1	2	1	2	2	6	3	1	
SS	22	26	27	4	2	3	5	7	5	2		1

\* 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.

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.33
Social Worker	0.04
Nurse	0.1
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	220

\* 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.

SOURCE: This information is provided by the school district.

### Professional Development provided for Teachers

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.



FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$43,165
Mid-Range Teacher Salary	\$60,551	\$68,574
Highest Teacher Salary	\$76,281	\$89,146
Average Principal Salary (ES)	\$105,299	\$111,129
Average Principal Salary (MS)		\$116,569
Average Principal Salary (HS)	\$111,870	\$127,448
Superintendent Salary	\$232,300	\$234,382
Percent of District Budget		
Teacher Salaries	35%	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/).

**SOURCE: California Department of Education**

### Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6930.62	839.24	6091.38	56396.19
District	♦	♦	4983.64	\$61,632
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			22.2	-7.8
Percent Difference: School Site/ State			29.9	-20.3

\* Cells with ♦ do not require data.

**SOURCE: Information is provided by the school district and California Department of Education.**

♦ no data required.

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	60	22	18	55	33	13
All Students at the School	74	16	9	81	19	
Male	63	21	16	79	21	
Female	83	13	4	83	17	
Hispanic or Latino	76	13	11	82	18	
Socioeconomically Disadvantaged	74	18	9	79	21	
English Learners	100			93	7	

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**SOURCE: California Department of Education**

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Edward C. Merlo Institute of	2012-13	2013-14	2014-15
English-Language Arts	27	20	26
Mathematics	36	29	19
Stockton Unified School District	2012-13	2013-14	2014-15
English-Language Arts	44	35	34
Mathematics	49	42	38
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.

SOURCE: California Department of Education

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Edward C. Merlo Institute of	2011-12	2012-13	2013-14
Dropout Rate	19.00	5.60	20.40
Graduation Rate	76.19	94.44	79.59
Stockton Unified School District	2011-12	2012-13	2013-14
Dropout Rate	19.40	9.90	17.90
Graduation Rate	71.09	83.09	76.40
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

SOURCE: California Department of Education

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	93
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

SOURCE: This information is provided by the school district.

### Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 93 students in career technical education courses.

We presently offer two CTE classes, Digital Photography and Project East. As our population grows, and as a program continues to emphasize our environmental research and technology program, we will continue to expand our CTE offerings. You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	73.58	75.95	84.6
Black or African American	100	67.21	76
American Indian or Alaska Native	100	58.72	78.07
Asian		82.39	92.62
Filipino		87.31	96.49
Hispanic or Latino	78.72	76.3	81.28
Native Hawaiian/Pacific Islander		100	83.58
White		76.53	89.93
Two or More Races		81.82	82.8
Socioeconomically Disadvantaged	66.67	40	61.28
English Learners	58.33	44.28	50.76
Students with Disabilities	73.08	76.64	81.36
Foster Youth	--	--	--

SOURCE: California Department of 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	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

SOURCE: California Department of Education

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

\* Where there are student course enrollments.

SOURCE: California Department of Education

♦ no data required.

**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.