



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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<http://www.stocktonusd.net/Merlo>

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

Eliseo Dávalos, Ph.D.
Superintendent
Mr. Thomas Anderson
**Assistant Superintendent,
Educational Services**

Principal's Message:

Edward C. Merlo Institute of Environmental Technology is a Specialty high school that provides students with an engaging school environment. We are an Environmental Engineering high school that provides a focus on Environmental Advocacy and Engineering training to students. In addition to these, students receive core and A-G courses in preparation for college and career. Teachers ensure student mastery of standards through the frequent use of Common Formative Assessments and real life global experiences.

The following are Merlo's mission and vision statements:

Mission Statement

The mission of Merlo Institute of Environmental Technology is to provide a safe, relevant and engaging environment for our students. Through the use of professional learning communities (PLC) and the implementation of Project Lead the Way and the National Academy Foundation (NAF) curriculum, students will experience real life situations beyond the boundaries of the classroom. Merlo graduates will be environmentally responsible citizens equipped with the knowledge, problem solving abilities, technology skills needed to succeed in post-secondary education, and an ever changing global economy.

Vision Statement

Merlo graduates will be motivated, empowered, adaptable, critical thinking students, who are prepared for successful post-secondary education, careers and global competition.

Merlo offers Project Lead the Way engineering courses such as "Introduction to Engineering Design (IED), "Principles of Engineering". Environmental Sustainability will be offered in 2017/18 school year. Students demonstrate and experience environmental advocacy throughout all their courses. Teachers often collaborate in developing cross curricular projects at the various grade levels. This year, all Merlo students participated in Mock elections; teachers assigned opportunities for students to investigate the various propositions on the 2016 ballot.

Merlo students regularly participate in outside competitions that require higher order reasoning. Contests include the "Chevron Design Challenge, Lenovo Scholar app-inventor contests and Skills USA. Our students have been known to receive medals at regional and state levels of these competitions as witnessed in the Lenovo Scholar Network 2016 "Fan Favorite" contest. Students have also gone on to design projects such as the underwater ROV featured in the Stockton Record.

At Merlo, students and families remain our central focus. We continually provide opportunities to engage families, businesses and the community in educating our students. At our school we say we are a small school doing BIG things!

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 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	58
Grade 10	63
Grade 11	41
Grade 12	48
Total Enrollment	210

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0
Asian	1.4
Filipino	0.5
Hispanic or Latino	92.4
Native Hawaiian or Pacific Islander	0.5
White	3.3
Two or More Races	0
Socioeconomically Disadvantaged	86.2
English Learners	41.9
Students with Disabilities	5.2
Foster Youth	0

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	14-15	15-16	16-17
With Full Credential	11	10	9
Without Full Credential	0	2	3
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Edward C. Merlo Institute of	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
Low-Poverty Schools	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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: July 12, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>9-12 Math, Algebra I, II & 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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>California Holt Earth Science Adopted in 2007</p> <p>Biology Adopted in 2007 CK-12 Biology Adopted in 2016</p> <p>Chemistry: Matter and Change Adopted in 2007</p> <p>Physics: Principles and Problems Adopted in 2007</p> <p>CK-12 Integrated Physical Science Adopted 2016</p> <p>Health Glencoe Adopted in 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: July 12, 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	World History: The Modern World Adopted in 2007 The American Vision: Modern Times Adopted in 2006 CK-12 US History Adopted 2016 Magruder's American Government Adopted in 2006 Economics: Principles in Action Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	French - Vista Learning Adopted in 2015 Spanish – Vista Learning Adopted in 2015 Chinese - Cheng-Tsui Co Adopted in 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our 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: 6/25/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	rm-16: ramp repair-paint non slip, cloth wall rip-west wall, wall socket cover plate-replace rm-3: entrance door-paint, repair counter top- south wall rm-5: repair counter top-south wall, entrance door -paint, 5-light fixtures not operating rm-8: repair counter top-west wall, entrance door -paint, cloth wall rip-south wall
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	boys R/R east of M/p: chalking around sinks, toilets and urinals, missing cover caps on sinks, conduit cover plate missing-ceiling Multipurpose/ Kitchen: 1- ceiling fixture not operating, entrance door-paint rm-5: repair counter top-south wall, entrance door -paint, 5-light fixtures not operating
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		boys R/R east of M/p: chalking around sinks, toilets and urinals, missing cover caps on sinks, conduit cover plate missing-ceiling girls R/R by rm-7: chalking around sinks and toilets
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		rm-14: ramp repair-paint non slip, rm-16: ramp repair-paint non slip, cloth wall rip-west wall, wall socket cover plate-replace rm-18: ramp repair-paint non slip, entrance door-paint
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Multipurpose/ Kitchen: 1- ceiling fixture not operating, entrance door-paint rm-18: ramp repair-paint non slip, entrance door-paint rm-3: entrance door-paint, repair counter top- south wall rm-5: repair counter top-south wall, entrance door -paint, 5-light fixtures not operating rm-8: repair counter top-west wall, entrance door -paint, cloth wall rip-south wall
Overall Rating	Exemplary	Good	Fair	Poor

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 6/25/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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	2	22	24	25	44	48
Math	0		18	21	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	8	7	19	31	29	30	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	18.4	14.3	14.3

* 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	60	59	98.3	18.6
Male	34	34	100.0	26.5
Female	26	25	96.2	8.0
Hispanic or Latino	53	52	98.1	15.4
Socioeconomically Disadvantaged	44	44	100.0	15.9
English Learners	24	24	100.0	

* 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	41	41	100.0	21.9
Male	11	20	20	100.0	30.0
Female	11	21	21	100.0	14.3
Hispanic or Latino	11	38	38	100.0	21.1
Socioeconomically Disadvantaged	11	29	29	100.0	20.7
English Learners	11	18	18	100.0	

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	41	41	100.0	
Male	11	20	20	100.0	
Female	11	21	21	100.0	
Hispanic or Latino	11	38	38	100.0	
Socioeconomically Disadvantaged	11	29	29	100.0	
English Learners	11	18	18	100.0	

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)

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 and conferences 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	2013-14	2014-15	2015-16
Suspensions Rate	7.8	7.2	4.1
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	10.1	9.4	9.4
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.33
Social Worker	0.10
Nurse	0.10
Speech/Language/Hearing Specialist	0
Resource Specialist	0.4
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	0

* 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	23	27	15	4	3	14	7	3	3		3	0
Mathematics	22	26	15	4	3	11	6	3	2		1	0
Science	26	28	14	2	1	13	2	6	1	1		0
Social Science	26	27	15	2	3	12	7	5	0		1	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.

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 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,226	\$45,092
Mid-Range Teacher Salary	\$64,239	\$71,627
Highest Teacher Salary	\$80,927	\$93,288
Average Principal Salary (ES)	\$107,767	\$115,631
Average Principal Salary (MS)		\$120,915
Average Principal Salary (HS)	\$115,639	\$132,029
Superintendent Salary	\$230,000	\$249,537
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	5%	5%

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

Types of Services Funded

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)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Edward C. Merlo Institute of	2011-12	2013-14	2014-15
Dropout Rate	5.60	20.40	5.60
Graduation Rate	94.44	79.59	94.44
Stockton Unified School District	2011-12	2013-14	2014-15
Dropout Rate	9.90	17.90	11.80
Graduation Rate	83.09	76.40	82.63
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	114
% of pupils completing a CTE program and earning a high school diploma	84%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7934.87	663.96	7270.91	69617.53
District	♦	♦	6920.96	\$65,674
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			5.1	6.0
Percent Difference: School Site/ State			28.1	-8.2

* 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	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	61.5

* 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		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science	1	♦
All courses	1	10

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	88	82	86
Black or African American	100	74	78
American Indian or Alaska Native	0	77	78
Asian	100	89	93
Filipino	0	97	93
Hispanic or Latino	86	82	83
Native Hawaiian/Pacific Islander	0	89	85
White	100	75	91
Two or More Races	0	81	89
Socioeconomically Disadvantaged	50	43	66
English Learners	75	60	54
Students with Disabilities	88	82	78

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.

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.