



# Edward C. Merlo Institute of Environmental Technology

1670 East 6th St. • Stockton, CA 95206 • (209) 933-7190 • Grades 9-12  
Gamal Salama, Principal  
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<http://www.stocktonusd.net/Merlo>

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



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

Cecilia Mendez  
AngelAnn Flores  
Kathleen Garcia  
Lange Luntao  
Maria Mendez  
Scot McBrian  
Candelaria Vargas

#### District Administration

John E. Deasy, Ph.D.  
**Superintendent**  
Dr. Reyes Gauna  
**Assistant Superintendent of  
Educational Support Services**  
Craig Wells  
**Assistant Superintendent of  
Human Resources**  
Sonjhia Lowery  
**Assistant Superintendent of  
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 Merlot'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 SkillsUSA. 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!

Gamal Salama, 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 <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	40
Grade 10	60
Grade 11	50
Grade 12	49
<b>Total Enrollment</b>	<b>199</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	1.0
Asian	1.0
Filipino	1.5
Hispanic or Latino	91.0
Native Hawaiian or Pacific Islander	0.0
White	2.0
Socioeconomically Disadvantaged	96.0
English Learners	34.2
Students with Disabilities	7.0
Foster Youth	0.0

## 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			
Edward C. Merlo Institute of Environmental	16-17	17-18	18-19
<b>With Full Credential</b>	9	9	10
<b>Without Full Credential</b>	3	2	2
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Stockton Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	1517
<b>Without Full Credential</b>	♦	♦	266
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Edward C. Merlo Institute of	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	2	0
<b>Total Teacher Misassignments</b>	1	2	0
<b>Vacant Teacher Positions</b>	0	0	0

\* Note: "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.

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

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
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 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><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: August 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	<p>10-12 California Houghton Mifflin Harcourt            10 English Modern World History            11 US History Reconstruction to the Present            Adopted in 2017</p> <p>12 Houghton Mifflin Harcourt            12 Economics and American Government            Adopted in 2017</p> <p>10-12 Advanced Placement            10 AP Modern World History            11 AP US History            12 AP American Government            Adopted in 2017</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>Foreign Language</b>	<p>French - Vista Learning            Adopted in 2015</p> <p>Spanish – Vista Learning            Adopted in 2015</p> <p>Chinese - Cheng-Tsui Co            Adopted in 2009</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>

Note: Cells with N/A values do not require data.

### 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.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 8/2/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Multi-purpose kitchen: east wall needs to be painted. P-14: rips on carpet & walls. P-18: rips on carpet & walls, formica counter top broken rm1: stained ceiling tiles, paint walls by door.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	bys/girls restrooms south side: light cover need to be cleaned.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	P-14: rips on carpet & walls. P-18: rips on carpet & walls, formica counter top broken rm10: formica counter top broken
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	overall: paint peeling on building, playground & asphalt around multipurpose has cracks. Dead tree by rm#2 needs to be removed, cracks on hall way s.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	overall: paint peeling on building, playground & asphalt around multipurpose has cracks. Dead tree by rm#2 needs to be removed, cracks on hall way s.
<b>Overall Rating</b>	<b>Fair</b>	

## 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	26.0	7.0	26.0	28.0	48.0	50.0
Math	7.0	2.0	20.0	21.0	37.0	38.0

Note: 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.

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	44	43	97.73	6.98
Male	25	24	96.00	4.17
Female	19	19	100.00	10.53
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	41	40	97.56	7.50
White	--	--	--	--
Socioeconomically Disadvantaged	42	41	97.62	7.32
English Learners	19	19	100.00	0.00
Students with Disabilities	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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

Note: Cells with N/A values do not require data.

Note: 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 (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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	19.5	7.3	2.4

\* 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.

Note: 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 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	44	42	95.45	2.38
Male	25	24	96	4.17
Female	19	18	94.74	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	41	39	95.12	2.56
White	--	--	--	--
Socioeconomically Disadvantaged	42	40	95.24	2.5
English Learners	19	19	100	0
Students with Disabilities	--	--	--	--

Note: 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.

Note: 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.

Note: 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)

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 State priority: School Climate (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 onto 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	2015-16	2016-17	2017-18
Suspensions Rate	4.1	10.5	5.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
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	1.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	.25
Social Worker	0.25
Nurse	.1
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	197

\* 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	15.0	14.0	14.0	14	12	12	3	3	3		2	
Mathematics	15.0	20.0	21.0	11	7	4	2	3	5			
Science	14.0	15.0	12.0	13	9	9	1	2	1			
Social Science	15.0	13.0	16.0	10	11	7		1	3	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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10762.65	1436.63	9326.03	70172.05
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			40.2	1.9
Percent Difference: School Site/ State			34.6	-12.1

\* Cells with ◆ do not require data.

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)			
Edward C. Merlo Institute of	2014-15	2015-16	2016-17
Dropout Rate	5.6	10.9	2.9
Graduation Rate	94.4	82.6	94.1
Stockton Unified School District			
2014-15	2015-16	2016-17	
Dropout Rate	11.8	12.4	10.4
Graduation Rate	82.6	83.6	79.5
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	103
% of pupils completing a CTE program and earning a high school diploma	1%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30%

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	96.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	48.5

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	♦
English	2	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	1	♦
All courses	3	25.2

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	86.8	83.7	88.7
Black or African American	0.0	75.6	82.2
American Indian or Alaska Native	0.0	73.9	82.8
Asian	0.0	90.0	94.9
Filipino	0.0	93.8	93.5
Hispanic or Latino	88.9	83.7	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	74.5	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	85.3	84.0	88.6
English Learners	73.3	50.6	56.7
Students with Disabilities	50.0	50.8	67.1
Foster Youth	0.0	68.2	74.1

### 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 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 <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.