



Soquel High School

401 Old San Jose Rd. • Soquel, CA 95073-2213 • (831) 429-3909 • Grades 9-12

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Santa Cruz City Schools

405 Old San Jose Road
Soquel, CA 95073
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District Governing Board

Sheila Coonerty
Deedee Perez-Granados
Jeremy Shonick
Alisun Thompson
Patricia Threet
Deborah Tracy-Proulx
Claudia Vestal

District Administration

Kris Munro
Superintendent
Angela Meeker
**Assistant Superintendent
Educational Services**

Jim Monreal
**Assistant Superintendent
Business Services**

Molly Parks
**Assistant Superintendent
Human Resources**

School Description

A Message from the Principal: Soquel High School (SHS) was established in 1962 to serve the outlying areas of the Santa Cruz City School District. It is one of seven high schools in Santa Cruz County. Situated near the center of the county, the 40-acre campus is in a beautiful setting overlooking the Monterey Bay. SHS annually sends 98 percent of its surveyed seniors to college. We offer a large number of Advanced Placement (AP) courses and have an extensive Regional Occupational Program (ROP) with courses in environmental horticulture, floristry, criminal justice, cabinetry, construction technology, welding, bicycle technology, digital photography, and graphic design. Our wide range of arts offerings includes beginning and advanced courses in the following subjects: instrumental and vocal music, theatre arts, ceramics, drawing, and painting. We offer a Humanities Academy, which provides a rigorous program in English and social studies for academically motivated students. In conjunction with Cabrillo College and ROP, we offer the Green Manufacturing, Engineering, and Construction (GMEC) Academy, a Career Technical Education (CTE) program, which provides students with extensive knowledge and skills in the Building, Trades, and Construction career pathway. This program is designed specifically to help graduates find high-paying jobs in the local economy. In addition to high-quality arts and academic programs, SHS offers a variety of school clubs and an extensive array of athletic opportunities.

Major Achievements

Approximately 70% of our 11th grade students met or exceeded the standard on the 2014-15 CAASPP.

For the 2014-14 school year, 52% of our graduating seniors met A-G requirements.

Focus for Improvement

Math:

All incoming 9th grade students will take a math assessment to help determine the correct level of placement in mathematics.

The number of students completing the A-G requirements in math (passing Algebra 1, Geometry, and Algebra 2 with a grade of C- or better) will increase by 5% each year.

All 9th grade students will pass Algebra 1 by the end of 9th grade with a C- or better, or by the end of their 10th grade year if they are taking the two year Algebra program.

The percentage of students achieving grade level standards in math on the 2015-16 CAASPP will increase by 5%. The percentage of Hispanic/Latino, Socio-economically Disadvantaged, and Students with Disabilities achieving grade level standards in math on the 2015-16 CAASPP will increase by 10%.

ELA:

The number of students completing the A-G requirements in English (passing English 1 - 4 with a grade of C- or better) will increase by 5% each year.

Eighty percent of all students enrolled in Read 180 will make a year or more growth on the Scholastic Reading Inventory (SRI) assessment.

The percentage of students achieving grade level standards in ELA on the 2015-16 CAASPP will increase by 5%. The percentage of Hispanic/Latino, Socio-economically Disadvantaged, and Students with Disabilities achieving grade level standards in ELA on the 2015-16 CAASPP will increase by 10%.

Science:

The number of students completing the A-G requirements in science (passing Biology and Chemistry or Physics or completing our Integrated Environmental Science sequence with a C- or better) will increase by 5% each year.

Social Studies:

The number of students completing the A-G requirements in social studies (passing World History and US History with a grade of C- or better) will increase by 5% each year.

World Language:

The number of students completing the A-G requirements in world language (passing Spanish 1 and 2 or Spanish for Spanish Speakers 1 and 2 with a grade of C- or better) will increase by 5% each year.

Culture and Climate:

The number of students engaged in productive student talk/discourse will increase by 5% for the 2015-16 school year.

The posting of daily Learning and Language Goals in every classroom will increase by 5% for the 2015-16 school year.

Leadership

Gail Atlansky has five years of administrative experience. This is her second year as Principal and she spent three years as Assistant Principal of Counseling and Guidance at Soquel High School.

Teachers and administrators take an active role in decision making at our school. The principal meets weekly with the administrative team and monthly with two different teacher leader department groups to address school issues. Administrators, teachers, students, parents/guardians, and support staff serve on the School Site Council (SSC). Administrators meet regularly with our parent and student groups, which include the SSC, the English Language Advisory Committee (ELAC), the Soquel High Fund, and the Culture and Climate Council.

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 (831) 429-3909 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	299
Grade 10	285
Grade 11	240
Grade 12	251
Total Enrollment	1,075

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	2.1
Filipino	1.1
Hispanic or Latino	35.8
Native Hawaiian or Pacific Islander	0.2
White	54.9
Two or More Races	4.8
Socioeconomically Disadvantaged	35.9
English Learners	5.1
Students with Disabilities	9
Foster Youth	0.6

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			
Soquel High School	13-14	14-15	15-16
With Full Credential	48	47	49
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	1
Santa Cruz City Schools	13-14	14-15	15-16
With Full Credential	♦	♦	49
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Soquel High School	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	1	0	1
Vacant Teacher Positions	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

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
This School	91.8	8.2
Districtwide		
All Schools	86.2	13.8
High-Poverty Schools	83.4	16.6
Low-Poverty Schools	88.5	11.5

* 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 2015-16)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials Year and month in which data were collected: December 5, 2013	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature & Language Arts - Holt Adopted 2002 Shining Star - Pearson Adopted 2007 English Yes! - McGraw-Hill Adopted 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Algebra 1 - Houghton Mifflin Adopted 2008 Algebra 2 - Houghton Mifflin Adopted 2008 Geometry - Houghton Mifflin Adopted 2008 Algebra Readiness - Houghton Mifflin Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Biology - Houghton Mifflin Adopted 2007 Chemistry - Pearson Prentice Hall Adopted 2007 Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Magruder's American Government - Pearson Prentice Hall Adopted 2006 Economics: Principles in Action - Pearson Prentice Hall Adopted 2006 The Americans: Reconstruction to the 21st C. - Houghton Mifflin Adopted 2006 World History: The Modern World - Pearson Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials	
Year and month in which data were collected: December 5, 2013	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	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)

In 2012-13, our track was resurfaced. We had a full solar canopy installed in our lower parking lot (student parking) in 2013-14. This year, we upgraded our library's computer technology by purchasing brand new Chrome Boxes.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/15/15				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Several cabinets are not anchored to the wall. Fire extinguishers are not being inspected.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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	71	60	44
Math	35	43	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.

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	61	50	63	63	62	70	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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.80	22.80	47.10

* 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.

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	70
All Student at the School	63
Male	65
Female	59
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	45
White	72
Two or More Races	--
Socioeconomically Disadvantaged	19
English Learners	9
Students with Disabilities	45
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.

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	231	223	96.5	8	21	39	32
Male	11		117	50.6	8	26	43	23
Female	11		106	45.9	8	15	34	42
Black or African American	11		1	0.4	--	--	--	--
Asian	11		2	0.9	--	--	--	--
Filipino	11		2	0.9	--	--	--	--
Hispanic or Latino	11		89	38.5	12	28	38	21
White	11		121	52.4	4	16	40	39
Two or More Races	11		8	3.5	--	--	--	--
Socioeconomically Disadvantaged	11		87	37.7	15	31	39	15
English Learners	11		8	3.5	--	--	--	--
Students with Disabilities	11		20	8.7	40	40	20	0
Students Receiving Migrant Education Services	11		1	0.4	--	--	--	--
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.

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	231	221	95.7	38	27	27	8
Male	11		116	50.2	43	25	26	6
Female	11		105	45.5	33	29	28	10
Black or African American	11		1	0.4	--	--	--	--
Asian	11		2	0.9	--	--	--	--
Filipino	11		2	0.9	--	--	--	--
Hispanic or Latino	11		89	38.5	56	22	17	4
White	11		119	51.5	26	30	34	10
Two or More Races	11		8	3.5	--	--	--	--
Socioeconomically Disadvantaged	11		87	37.7	60	25	13	2
English Learners	11		8	3.5	--	--	--	--
Students with Disabilities	11		20	8.7	95	5	0	0
Students Receiving Migrant Education Services	11		1	0.4	--	--	--	--
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.

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

The School Site Council, Humanities Academy Support Committee, Soquel Fund, English Learner Advisory Committee, Bond Oversight Committee, sports booster groups, and Soquel Music Foundation offer opportunities for parents/guardians to get involved at Soquel HS. Parents/guardians fundraise, purchase supplies, and volunteer time and energy. Parents/guardians help run the school website and publish our Knight Notes online newsletter.

To become more involved, please call or visit the school office - (831) 429-3909

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

SHS maintains a safe, clean, and orderly campus. Our supervisory staff includes the three administrators and two full-time campus supervisors. They are on duty from 7 a.m. to 5 p.m. daily. We review and update our School Safety Plan annually. Visitors to our school must wear a visitor's badge after checking in in our main office. We have established emergency drills, and we practice fire, earthquake, and lockdown procedures. We provide a first-aid kit in each classroom and have two AED devices on campus. We also have a school resource officer (SRO) 5 days per week.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	5.76	3.05	0.81
Expulsions Rate	0.27	0.09	0.09
District	2012-13	2013-14	2014-15
Suspensions Rate	4.24	2.68	1.26
Expulsions Rate	0.30	0.14	0.10
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	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	26	25	26	10	12	11	19	22	19	14	10	14
Math	31	31	25	1	3	12	17	11	13	13	18	15
Science	30	29	30	5	3	2	4	12	10	15	8	13
SS	31	30	29	4	4	3	8	13	14	15	11	12

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.44
Psychologist	1
Social Worker	.1666
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	3
Other	0
Average Number of Students per Staff Member	
Academic Counselor	363

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries	%	%
Administrative Salaries	%	%

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

Types of Services Funded

Expenditures of state and federal funds are defined by the Single Plan for Student Achievement, approved each year by our School Site Council. These funds pay the salary of our Counseling and Attendance Counselor, a PPS credentialed school counselor.

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	33	25	42	32	42	25
All Students at the School	30	22	47	33	48	20
Male	32	25	43	34	42	24
Female	29	20	51	32	53	15
Hispanic or Latino	52	18	30	46	44	10
White	18	24	58	26	50	24
Socioeconomically Disadvantaged	43	26	31	44	43	13
English Learners	100			100		
Students with Disabilities	74	5	21	90	10	

* 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.

Professional Development provided for Teachers

Teacher leaders facilitate professional learning during department Professional Learning Communities. Our sites focus is on developing pacing guides, common assessments to inform instruction and using data cycles (cycles of inquiry) to examine and instructional strategies in order to improve outcomes for all of our students. We have also agreed upon eight School-wide Expectation (Tier I) including: 1. Updating Infinite Campus (our student information system) every two weeks; 2. Posting daily Agendas; 3. Posting daily Learning and Language Goals; 4. Bell to Bell Instruction; 5. Contacting Parents/Guardians for all 'F' grades; 6. Restroom Protocol - only one student out at a time; 7. Enter 'M' for Missing in Infinite Campus for all missing assignments, tests, and quizzes; 8. Caring Relationships - Team-building/Ice-breaker activities at beginning of school year; Attending IEPs, SST's, and 504 meetings, Speaking with student AND notifying counselor if notice that a student is withdrawn or there is a change in behavior.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,091	\$1,025	\$4,885	\$63,168
District	♦	♦	\$5,132	
State	♦	♦	\$5,348	
Percent Difference: School Site/District			-4.8	-12.0
Percent Difference: School Site/ State			-8.7	

* Cells with ♦ do not require data.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Soquel High School	2012-13	2013-14	2014-15
English-Language Arts	67	67	70
Mathematics	64	63	67
Santa Cruz City Schools	2012-13	2013-14	2014-15
English-Language Arts	64	65	67
Mathematics	65	65	68
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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Soquel High School	2011-12	2012-13	2013-14
Dropout Rate	2.00	1.90	1.60
Graduation Rate	91.63	94.81	97.13
Santa Cruz City Schools	2011-12	2012-13	2013-14
Dropout Rate	3.50	4.70	4.20
Graduation Rate	90.53	89.84	91.92
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	491
% of pupils completing a CTE program and earning a high school diploma	74%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

Career Technical Education Programs

Soquel High offers students preparation for the world of work via ROP courses and a career-focused academy. These courses prepare students to travel down the Agriculture, Recreation, Public Safety, Digital Media, Construction, Manufacturing and Engineering career pathways. In addition, our elective teachers integrate preparation for college and careers into our painting, ceramics, drama, vocal music, and instrumental music classes. Academic teachers integrate college and career preparation into their classes, and coaches and physical education teachers help students explore careers in sports and fitness.

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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	98.76	92.01	84.6
Black or African American	60	66.67	76
American Indian or Alaska Native	100	60	78.07
Asian	100	95.45	92.62
Filipino	100	110	96.49
Hispanic or Latino	101.37	83.88	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	98.56	97.76	89.93
Two or More Races	100	102.7	82.8
Socioeconomically Disadvantaged	82.35	68.82	61.28
English Learners	85.71	65.57	50.76
Students with Disabilities	100	85.44	81.36
Foster Youth	--	--	--

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	99.44
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	56.72

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	6	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	2	♦
Science	6	♦
Social Science	2	♦
All courses	17	1.0

* Where there are student course enrollments.