

Piedmont Hills High School

1377 Piedmont Rd. • San Jose, CA, 95132 • 408.347.3800 • Grades 9-12

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



East Side Union High School District

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District Governing Board

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District Administration

Chris D. Funk
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Assistant Superintendent
Educational Services

Marcus Battle
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Business Services

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Human Resources

School Description

Welcome to Piedmont Hills High School, home of the Pirates. Here you will find teachers, students, parents and administration working together to ensure the best learning environment for all students. Students are enrolled in courses to prepare them to attend four-year colleges and universities around the country. Challenging and rigorous curriculum is enriched by a variety of athletic teams, student clubs and community service organizations. The school offers AP courses in Spanish, French, European History, World History, US History, American Government, Micro Economics, Macro Economics, English Language, English Literature, Biology, Physics, Calculus AB and BC, and Statistics. The performing arts department curriculum includes drama, choir, orchestra, jazz band, and advanced band. World languages include Vietnamese, French, Spanish and Chinese. A well rounded, comprehensive, high school experience is waiting for each and every student.

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	525
Grade 10	582
Grade 11	535
Grade 12	536
Total Enrollment	2,178

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.1
Asian	53.1
Filipino	9.1
Hispanic or Latino	23.8
Native Hawaiian or Pacific Islander	0.4
White	5.6
Two or More Races	5
Socioeconomically Disadvantaged	31.4
English Learners	8.2
Students with Disabilities	9.1
Foster Youth	0.4

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			
Piedmont Hills High School	14-15	15-16	16-17
With Full Credential	86	86	87
Without Full Credential	3	2	4
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	1016.6
Without Full Credential	♦	♦	51.7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Piedmont Hills High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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	96.9	3.1
Districtwide		
All Schools	95.3	4.7
High-Poverty Schools	94.9	5.1
Low-Poverty Schools	96.2	3.8

* 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)

Textbooks and Instructional Materials Year and month in which data were collected: October 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CCSS Math 1 – “Big Ideas Integrated Mathematics I,” Big Ideas Learning, LLC 2016 CCSS Math 1 – “Secondary Math One: An Integrated Approach,” Mathematics Vision Project, 2016 CCSS Math 1 – “SpringBoard Integrated Mathematics I,” College Board 2017 CCSS Math 2 – “Big Ideas Integrated Mathematics II,” Big Ideas Learning, LLC 2016 CCSS Math 2 – “Secondary Math Two: An Integrated Approach,” Mathematics Vision Project, 2013 CCSS Math 2 – “SpringBoard Integrated Mathematics II,” College Board 2017 CCSS Math 3 – “Big Ideas Integrated Mathematics III,” Big Ideas Learning, LLC 2016 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>A Hands On Introduction to Forensic Science 2014</p> <p>Biology – “Biology” Holt 2004</p> <p>"Chemistry Connections to Our Changing World" Prentice Hall 2003</p> <p>Physics – “Conceptual Physics” Addison-Wesley 1992, 99, 02, 06</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – “Government Alive! Power, Politics and You” TCI 2014 Economics – “Econ Alive! The Power to Choose” TCI 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>Science labs are adequately equipped</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Overview

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Age Of School Buildings

Although the main school campus was constructed in 1966, portable buildings have been added to accommodate modernization as well as science, special education, and mathematics classes.

Modernization Projects

Physical Education restroom modernization was completed in August 2008.
 The softball field renovation was completed April 2010.
 Solar panel installation in the student parking lot was completed by March 2011.
 Campus wide painting project – completed August 2012
 The new auxiliary gym completed July 2013.
 Track resurfacing completed August 2013.
 Main Gym bleacher and floor replacement completed August 2013.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: Sept 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Bld C5 Portable CR: A/C does not work "fixed". Action/plan-Site to submit work order.
Interior: Interior Surfaces			X	Bld P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18 Portable CR: Carpet should be replaced. Action/plan-Site to submit work order.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No items noted.
Electrical: Electrical	X			No items noted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No items noted.
Safety: Fire Safety, Hazardous Materials	X			No items noted.
Structural: Structural Damage, Roofs			X	Bld H Locker Rm Girls, Bld J Locker Rm Boys: A lot of cracks on walls. Action/plan-Site to submit work order. Bld M Gymnasium Auxillary: Roof always leaks when it rains. Action/plan-Site to submit work order.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: Sept 2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		Swimming Pool Complex: under construction. FYI only. Tennis Courts: Tennis courts need to be repaved, too slippery. Action/plan-Site to submit work order.
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] 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

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	70	70	67	54	50	49	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	10.2	22.2	62

* 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 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	83	80	59	61	44	48
Math	62	58	37	38	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.

**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	582	568	97.6	66.7
Male	303	295	97.4	64.4
Female	279	273	97.9	69.2
Black or African American	20	18	90.0	33.3
Asian	333	331	99.4	79.5
Filipino	47	45	95.7	51.1
Hispanic or Latino	131	125	95.4	44.8
White	29	28	96.6	50.0
Two or More Races	20	19	95.0	84.2
Socioeconomically Disadvantaged	183	172	94.0	57.6
English Learners	70	69	98.6	36.2
Students with Disabilities	58	55	94.8	27.3

* 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	527	515	97.7	80.5
Male	11	296	288	97.3	78.0
Female	11	231	227	98.3	83.6
Black or African American	11	17	17	100.0	68.8
Asian	11	258	258	100.0	90.7
Filipino	11	61	60	98.4	88.3
Hispanic or Latino	11	128	122	95.3	59.2
White	11	28	24	85.7	79.2
Two or More Races	11	33	32	97.0	75.0
Socioeconomically Disadvantaged	11	160	153	95.6	66.5
English Learners	11	38	37	97.4	16.7
Students with Disabilities	11	56	51	91.1	16.7

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	527	512	97.2	58.2
Male	11	296	287	97.0	56.8
Female	11	231	225	97.4	60.0
Black or African American	11	17	16	94.1	25.0
Asian	11	258	258	100.0	81.8
Filipino	11	61	60	98.4	58.3
Hispanic or Latino	11	128	121	94.5	17.4
White	11	28	23	82.1	56.5
Two or More Races	11	33	32	97.0	43.8
Socioeconomically Disadvantaged	11	160	153	95.6	41.2
English Learners	11	38	37	97.4	21.6
Students with Disabilities	11	56	50	89.3	6.0

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)

Our goal is to create an environment of parent awareness that will honor the wonderful ethnic and linguistic diversity that reflects the students of Piedmont Hills. The school has an active school site council and parent booster clubs. The school uses School Loop and Infinite Campus to effectively communicate with parent and students.

Contact Person: Sharlisa Byrd (408) 347-3842

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

With the implementation of SB 187 all schools in the ESUHS are required to write and annually review the school's comprehensive safety plan. In addition to the process for the annual review of safety plans, SB 187 identifies the essential elements of a comprehensive school safety plan. These elements include a site-based assessment of the current status of school safety issues, school crime and appropriate strategies and programs that will provide or maintain a high level of school safety. Piedmont Hills' Comprehensive Safety Plan was reviewed and updated last spring and has been approved by the School Site Council and the ESUHS Board of Education. The entire plan is posted on the school web site. Piedmont Hills endeavors to provide a safe, clean and comfortable learning environment for its students.

The campus is monitored throughout the day by school administration, campus monitor, advisors, San Jose Police Officer and several teachers who serve on the safety team. Monthly community partnership safety meeting are held with advisors, the APA, campus monitor, and staff from nearby feeder schools to discuss safety issues which may impact our school communities. The school safety team is comprised of the APA, advisors, campus monitor, teachers, students, and parents and meets to discuss campus safety issues. Piedmont Hills High School is a closed campus and all visitors must check in at the administration building and receive a visitors badge before entering campus.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.5	1.1	1.4
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.5	3.5	3.8
Expulsions Rate	0.1	0.0	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		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		15
Percent of Schools Currently in Program Improvement		78.9

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.50
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	534.75

* 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	29	29	28	11	12	10	24	38	72	46	33	1
Mathematics	30	31	29	13	9	9	14	18	34	45	35	27
Science	30	29	31	11	13	6	11	9	25	51	50	36
Social Science	29	31	29	10	4	10	20	19	28	39	38	31

* 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

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the FitnessGram data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,847	\$46,184
Mid-Range Teacher Salary	\$85,132	\$75,179
Highest Teacher Salary	\$105,058	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$124,243
Average Principal Salary (HS)	\$140,146	\$137,939
Superintendent Salary	\$251,562	\$217,637
Percent of District Budget		
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,274	\$1,327	\$5,947	\$89,087
District	◆	◆	\$6,960	\$84,725
State	◆	◆	\$5,677	\$77,824
Percent Difference: School Site/District			-14.6	10.2
Percent Difference: School Site/ State			11.2	18.9

* Cells with ◆ do not require data.

Types of Services Funded

Piedmont Hills receives minimal funding from state and federal programs to provide additional assistance to our students. The school utilizes facility rental income to fund additional interventions and support to students such as tutoring and summer school recovery classes.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Piedmont Hills High School	2011-12	2013-14	2014-15
Dropout Rate	5.10	3.80	2.40
Graduation Rate	93.03	93.99	94.74
East Side Union High School District	2011-12	2013-14	2014-15
Dropout Rate	13.50	12.00	11.70
Graduation Rate	81.95	82.86	83.03
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	425
% of pupils completing a CTE program and earning a high school diploma	10%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	60%

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	96.39
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	61.0

* 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	2	◆
Fine and Performing Arts		◆
Foreign Language	3	◆
Mathematics	3	◆
Science	6	◆
Social Science	6	◆
All courses	20	28

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	95	83	86
Black or African American	100	78	78
American Indian or Alaska Native	100	67	78
Asian	97	94	93
Filipino	92	92	93
Hispanic or Latino	93	74	83
Native Hawaiian/Pacific Islander	100	79	85
White	90	90	91
Two or More Races	89	91	89
Socioeconomically Disadvantaged	68	66	66
English Learners	47	55	54
Students with Disabilities	94	78	78

Career Technical Education Programs

Entrepreneurship Program: Students will graduate from the program with all of the basic skills necessary to start their own business, enter a career in business or get a head start on a college degree.

Program Features

- Four complete state –of –the-art computer labs. Labs are equipped with the latest software, hardware, presentation systems and peripheral equipment
- Professional certification in Microsoft Word, and Microsoft Excel
- Students have the opportunity to participate in a student run business
- Students will learn to use all the following software: Microsoft Office, Adobe Photoshop, Adobe InDesign, Adobe Illustrator, Adobe Dreamweaver, and Adobe Flash
- Courses offered in Accounting, Microsoft Office, Graphic Design, Web Design, Entrepreneurship, Computer Programming
- Students can earn college credit for all Business Magnet courses. (limited to specific schools)

Computer Aided Drafting Design: Students develop pre-engineering skills in using CADD software as well as understanding architectural schematic drawings and floor plans.

Carpentry: Students develop basic carpentry skills using top of the line machinery.

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.