



Yerba Buena High School

1855 Lucretia Ave. • San Jose, CA, 95122- • 408.347.4700 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



East Side Union High School District

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District Governing Board

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Educational Services

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School Description

Yerba Buena High School prides itself upon the connections that the staff makes to our students and their families. Our goal is to ensure that all students graduate college and career ready. We offer programs for all students at every level to support student success academically, socially and emotionally. Yerba Buena has a caring, dynamic staff that is not afraid to take risk and works diligently for to ensure that all students succeed. In the past six years Yerba Buena has exceeded all expectations in every metric of academic success. We take pride in our inclusive culture that promotes open access to AP classes with support and safeguards to ensure success. We offer 40 sections of AP courses among over 15 subjects.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	450
Grade 10	433
Grade 11	474
Grade 12	434
Total Enrollment	1,791

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.1
Asian	38.9
Filipino	6.4
Hispanic or Latino	51.9
Native Hawaiian or Pacific Islander	0.3
White	1.2
Two or More Races	0.2
Socioeconomically Disadvantaged	82.2
English Learners	26.1
Students with Disabilities	8.6
Foster Youth	0.2

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			
Yerba Buena High School	15-16	16-17	17-18
With Full Credential	71	65	67.6
Without Full Credential	5	10	11
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	961.4
Without Full Credential	♦	♦	48.2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Yerba Buena High School	15-16	16-17	17-18
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	6	2	2

* "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 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
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 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature</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 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 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 AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Statistics - The Practice of Statistics, 4th ed: Freeman; 2010 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 AP Computer Science Principles - Online materials</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill 2002</p> <p>Biology – CK-12 ESUHSD Flexbook 2017</p> <p>Chemistry – “Chemistry” Merrill/Glencoe 1998</p> <p>Physics – “Physics: Principles and Problems” Merrill/Glencoe/Holt 1998, 2000</p> <p>A Hands on Introduction to Forensic Science 2014</p> <p>AP Chemistry- Chemistry The Central Science- Prentice-Hall 1991</p> <p>AP Environmental Science- Living In The Environment- Cengage 2015</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 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011</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: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%

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

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

Yerba Buena High School has completed its 40th year of operation. All four main buildings containing classrooms have been renovated within the past 10 years.

We are currently constructing our state of the art student union that will be scheduled to open during the 2017/2018 school year.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/5/2017				
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			FYI- building 100, 1000,1100, Kitchen, and swimming pool is under construction.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/5/2017					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
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] 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	51	51	61	63	48	48
Math	37	31	38	39	36	37

* 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 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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	38	38	50	49	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.1	28.8	41

* 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	502	467	93.0	37.9
Male	264	245	92.8	41.2
Female	238	222	93.3	34.2
Asian	197	195	99.0	49.2
Filipino	31	30	96.8	46.7
Hispanic or Latino	257	227	88.3	27.8
Socioeconomically Disadvantaged	361	334	92.5	35.3
English Learners	145	129	89.0	14.0
Students with Disabilities	32	27	84.4	33.3

* 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 2016-17 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	472	399	84.53	51.38
Male	251	212	84.46	45.75
Female	221	187	84.62	57.75
Black or African American	--	--	--	--
Asian	198	185	93.43	61.62
Filipino	29	27	93.1	59.26
Hispanic or Latino	225	176	78.22	39.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	380	327	86.05	52.29
English Learners	180	152	84.44	19.74
Students with Disabilities	31	24	77.42	8.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

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 2016-17 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	472	386	81.78	30.83
Male	251	204	81.27	31.37
Female	221	182	82.35	30.22
Black or African American	--	--	--	--
Asian	198	182	91.92	49.45
Filipino	29	27	93.1	29.63
Hispanic or Latino	225	167	74.22	11.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	380	315	82.89	33.02
English Learners	180	144	80	11.11
Students with Disabilities	31	22	70.97	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The school learning community through parent involvement strives to establish practices and expectations that promote personal relationships and personal attention to its students. Five general parent meetings were held throughout the school year with a focus on family and school. In addition, parents are recruited to join the School Site Council, ELAC (English Language Advisory Committee), and DAC/BDAC. In addition to meetings the school has made efforts to provide social events for parents so that they can begin collaborating so they can support each other. Standing meetings hosted for parents include:

- School Site Council: Once a month
- ELAC: Once a month
- DELAC: Once a month
- Parent Engagement Meetings: 5 times a year.
- Coffee with the Principals: Once a Month
- Supper with the Principals
- Back to school nights: Twice a year
- Parent Center: Open at all times
- Parent Project: Once a month
- Family and parent workshops, 5 times a year

For more information about getting involved with Yerba Buena please call the main school at (408) 347-4700.

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

The Yerba Buena School Safety Committee has developed a school safety plan and monitors its implementation. The plan covers everything from violence prevention to earthquake preparedness. On a yearly basis the school safety plan is updated and reviewed. Important to the plan is the Parent and Community Safety Council held at the district level. Information shared at the meetings assists in updating safety matters at the site level.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.9	0.4	1.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.5	3.8	4.0
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	15	
Percent of Schools Currently in Program Improvement	71.4	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
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	358.2

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	25	25	15	25	24	28	53	59	29	3	
Mathematics	30	27	25	8	8	7	11	17	18	29	11	
Science	31	30	28	5	9	7	19	20	40	31	27	12
Social Science	28	26	25	9	15	17	20	37	34	21	13	11

* 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

Yerba Buena High school is in the fifth year of implementing Professional Learning Communities (PLCs). As of September 2017, roughly 65 percent of YB teachers and administrators have attended official PLC training and have embraced the quintessential questions of "what do we want our students to learn", "How do we know if they have learned it", "How do we respond if they don't learn it", "How do we respond when they already know it". In order

to provide PLC's and teachers with ample time to work in their PLCs Yerba Buena has 70 minutes of weekly collaboration every Friday. Professional development opportunities for staff members are implemented through PLCs and PLC leaders: 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. 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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,131	\$50,221
Mid-Range Teacher Salary	\$88,881	\$83,072
Highest Teacher Salary	\$109,686	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$128,094
Average Principal Salary (HS)	\$145,985	\$146,114
Superintendent Salary	\$273,721	\$226,121
Percent of District Budget		
Teacher Salaries	36%	34%
Administrative Salaries	4%	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

- Collect data to identify students as (Core, Strategic or Intensive)
- Continue to implement Professional Learning Communities (PLC)
- Enroll strategic students in English 1and ELA CAHSEE intervention program.
- Read 180 ELA intervention program
- Enroll intensive students in LA3 w/Read 180 block. Language intervention programs
- Implement afterschool academic support programs (Homework Center, AVID, CAHSEE Intervention, MESA, and YWCA Project Inspire After School Program)
- Departments will develop common end-of-course assessments that incorporate Language Arts Standards tested by CAHSEE.
- Implement scaffolding and differentiated techniques in accordance with the district's Academic Language initiative
- Continue to implement a Saturday Academic and ADA Recovery Intervention Program
- Continue to implement an in-house intervention program.
- Provide a comprehensive parent and student support services
- MST services
- Campus Monitoring
- Smaller counselor to student ratio
- Parent literacy and support services
- Supplement instructional technology

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,089	\$1,184	\$6,904	\$80,579
District	◆	◆	\$7,573	\$87,300
State	◆	◆	\$6,574	\$82,770
Percent Difference: School Site/District			-8.8	-4.9
Percent Difference: School Site/ State			21.6	3.5

* Cells with ◆ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Yerba Buena High School	2013-14	2014-15	2015-16
Dropout Rate	17.2	14.8	11.2
Graduation Rate	74.18	79.61	85.61
East Side Union High School District	2013-14	2014-15	2015-16
Dropout Rate	12	11.7	10
Graduation Rate	82.86	83.03	85
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	270
% of pupils completing a CTE program and earning a high school diploma	15%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	96.65
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	39.67

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	2	♦
Social Science	3	♦
All courses	13	35.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	86.43	83.9	87.11
Black or African American	80	83.52	79.19
American Indian or Alaska Native	100	78.95	80.17
Asian	95	94	94.42
Filipino	92.59	93.32	93.76
Hispanic or Latino	81.01	75.63	84.58
Native Hawaiian/Pacific Islander	0	93.75	86.57
White	87.5	90.95	90.99
Two or More Races	100	87.14	90.59
Socioeconomically Disadvantaged	66.67	60.06	63.9
English Learners	58.67	48.6	55.44
Students with Disabilities	88.96	79.67	85.45
Foster Youth	0	39.02	68.19

Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

Courses/Programs include:

Engineering
Architectural Design and Green Construction

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.