



Live Oak High School

2351 Pennington Rd. • Live Oak, CA 95953-2402 • (530) 695-5415 • Grades 9-12

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http://www.edlinesites.net/pages/Live_Oak_High

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



Live Oak Unified School District

2201 Pennington Road

Live Oak, CA 95953

(530) 695-5400

http://www.lousd.k12.ca.us/pages/Live_Oak_Unified

District Governing Board

Scott Davis

Kathy L. Walker

Talwinder Chetra

Ernest J. Rodriguez

Roger D. Christianson

District Administration

Mathew Gulbrandsen

Superintendent

Satjit Dhani

**Curriculum, Instruction, &
Assessments Coordinator**

Glenn Houston

Special Education Coordinator

Christopher Peters

Chief Financial Officer

Principal's Message

For the students and staff that walk the campus daily, Live Oak High School is "home". Since its inception in 1922, Live Oak High School has been a city landmark and a community hub for the citizens of Live Oak California. Replete with a long history of tradition and accomplishments, Live Oak High graduates are well equipped to lead productive and successful lives in their personal and global communities. Indeed, many graduates choose to stay in the Live Oak area to live and raise their families, and they not only give back to their school, but they also become integral stakeholders in the procedures and processes of Live Oak High School. Academically, over the past decade, LOHS has received many prestigious awards such as the Title I Academic Achievement Award for two years in a row, a Bronze classification by the US News and World Report for achieving above the state average on the CAHSEE, and in 2009, was honored to be a California Distinguished School. Athletically, the sports teams have a long tradition of having strong, winning programs. LOHS also offers many extra and co-curricular opportunities as well. Performing Band and Choir, Drama, Spanish Honor Society, Key Club, Associated Student Body (ASB), Friday Night Live, Environmental Club, Block L.O., California Scholastic Federation (CSF), and Future Farmers of America (FFA). As stated earlier, Live Oak High is "home", and "home" is a great place to be! Go Lions!

District Mission Statement

The mission of the Live Oak Unified School District, an ethnically diverse community, is to graduate students who have high moral and ethical standards, an enthusiasm for learning, and who are equipped with the skills and knowledge necessary to excel in a global society, through the implementation of a rigorous and meaningful curriculum that addresses individual differences, integrates technology, and is delivered in partnership between an effective staff and the community.

Vision Statement:

Live Oak High School is dedicated to prepare critical thinkers to face the future by cultivating excellence in every graduate through high academic expectations, ethics, personal success, and community involvement.

Mission Statement:

Live Oak High School, through a safe, caring, and supportive environment, in partnership with families, highly qualified staff, and the small community is committed to graduate all students while:

- providing a rigorous academic environment through innovative college and career readiness programs;
- inspiring lifelong learners, ethical, self-motivated, and caring citizens;
- fostering creativity, critical thinking, and technological literacy for success in an ever-changing world;
- promoting school spirit and pride in our rural community;
- and embracing diversity.

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	139
Grade 10	134
Grade 11	125
Grade 12	130
Total Enrollment	528

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.7
Asian	15.2
Filipino	0.2
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	0.4
White	25.2
Two or More Races	0
Socioeconomically Disadvantaged	75.2
English Learners	5.1
Students with Disabilities	11
Foster Youth	0.9

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			
Live Oak High School	15-16	16-17	17-18
With Full Credential	26	26	24
Without Full Credential	1	2	2
Teaching Outside Subject Area of Competence	0	0	0
Live Oak Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	90
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Live Oak High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: 12/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California StudySync- Grade 9, StudySync/McGraw Hill / 2016 California StudySync- Grade 10, StudySync/McGraw Hill / 2016 California StudySync- Grade 11, StudySync/McGraw Hill / 2016 California StudySync- Grade 12, StudySync/McGraw Hill / 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Integrated Math, Common Core, Level I, Pearson Education / 2015 Integrated Math, Common Core, Level II, Pearson Education / 2015 Integrated Math, Common Core, Level III, Pearson Education / 2015 California Math Course 3, Macmillan/McGraw Hill / 2015 Pre-Calculus Graphical, Numerical, Algebraic, Pearson-Prentice Hall - Addison Wesley / 2009 Calculus 1 with Pre-Calculus, Houghton Mifflin / 2007 Trigonometry 9th Edition, Pearson-Prentice Hall / 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Biology 2008, McDougal Littell / 2007 Chemistry 2007 - CA Edition, Pearson-Prentice Hall / 2008 Earth Science, Holt, Reinhart, & Winston / 2008 Conceptual Physics 2009, Pearson-Prentice Hall / 2008 Fundamentals of Anatomy & Physiology 2009 - 8th Edition, Pearson-Prentice Hall / 2008 AP Biology- Biology 11th Edition, Macmillan/McGraw Hill / 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Modern World History, McDougal Littell / 2007 The Americans - US History, McDougal Littell / 2007 US Government: Democracy in Action, Glencoe/McGraw Hill / 2007 Economics: Principles & Practices, Glencoe/McGraw Hill / 2007 AP US History: Kennedy American Pageant 15th Edition, Houghton Mifflin Harcourt/ 2013 AP World History: Ways of the World 2nd Edition, Bedord/St.Martin's, W.H. Freeman & Worth / 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Spanish - Juntos Uno; Dos; Tres / 2005 AP Spanish - Abriendo Paso 2014, Pearson Education, Inc. / 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Glencoe Health, Glencoe/McGraw Hill / 2014 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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Live Oak High School is a safe, clean environment for students, staff, and volunteers.

A team of four maintenance employees (two day and two evening) ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Live Oak Unified School District to ensure that all classrooms and facilities are well maintained. In the spring of 2004 a bond was passed and construction began in August 2010. The construction plan was been broken into phases, which include 13 classrooms, 4 science rooms, and a new cafeteria. Work was also done on common areas such as the quad, parking lot and front of the school. The gym was remodeled, with updates to the locker rooms and bathrooms. This process was completed at the end of the 2012-13 school year.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: June 14, 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			
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			
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	71	62	46	43	48	48
Math	24	33	33	33	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	80	57	55	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	19.8	34.1

* 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	127	126	99.2	57.1
Male	59	58	98.3	60.3
Female	68	68	100.0	54.4
Asian	22	22	100.0	50.0
Hispanic or Latino	69	69	100.0	49.3
White	32	31	96.9	80.7
Socioeconomically Disadvantaged	102	102	100.0	52.0
Students with Disabilities	14	14	100.0	21.4
Students Receiving Migrant Education Services	12	12	100.0	50.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 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	126	120	95.24	61.67
Male	58	54	93.1	53.7
Female	68	66	97.06	68.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	22	91.67	59.09
Filipino	--	--	--	--
Hispanic or Latino	70	68	97.14	57.35
White	28	28	100	75
Socioeconomically Disadvantaged	99	96	96.97	55.21
English Learners	14	11	78.57	36.36
Students with Disabilities	15	13	86.67	7.69
Students Receiving Migrant Education Services	12	12	100	41.67
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	126	123	97.62	32.52
Male	58	56	96.55	37.5
Female	68	67	98.53	28.36
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100	29.17
Filipino	--	--	--	--
Hispanic or Latino	70	69	98.57	31.88
White	28	28	100	39.29
Socioeconomically Disadvantaged	99	97	97.98	27.84
English Learners	14	14	100	0
Students with Disabilities	15	13	86.67	0
Students Receiving Migrant Education Services	12	12	100	25
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)

Parents and the community are supportive of the educational program at Live Oak High School. Parents play an active role in the school, participating on various school and district committees such as the School Site Council, English Learner Advisory Committee (ELAC), Agriculture Advisory Committee and the WASC Committee. Parents are also welcome volunteers in class. Live Oak High School benefits from an active and involved Grad Night/Parents' Club, which works with the community throughout various school fund-raisers, school activities, sports events and field trips. Each year the Grad Night/Parents' Club hosts Sober Grad Night and raises funds to support the high school's recognition programs and sports program. The Grad Night/Parents' Club meets on a monthly basis. The principal attends the majority of Grad Night/Parents Club meeting to answer questions and receive input. The input received from parents is vital to the operation of the school.

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

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee, which is updated each fall and occasionally throughout the year. The Safety Committee consists of teachers, parents, administration, school staff and local law enforcement, and meets to set long-term goals for the school and to address any safety issues pertaining to the school. Key elements to the School Site Safety Plan are working together with law enforcement and the Office of Emergency Services. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted four times a year, intruder alerts are and earthquake drills are conducted annually.

All visitors to the campus are required to sign in at the office and display a visitor's badge at all times. The school does not allow student visitors at any time. Supervision is provided for students throughout the school day; the responsibility is shared between the principal, vice principal, and school staff.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	6.5	9.1	10.1
Expulsions Rate	0.0	0.0	0.4
District	2014-15	2015-16	2016-17
Suspensions Rate	6.6	6.1	6.6
Expulsions Rate	0.0	0.0	0.2
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	2010-2011	2013-2014
Year in Program Improvement	Year 4	Year 1
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	50	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.47
Psychologist	0.30
Social Worker	
Nurse	0.30
Speech/Language/Hearing Specialist	
Resource Specialist	2.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	544

* 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	19	19	21	20	20	14	7	7	12	1	1	
Mathematics	24	24	24	6	6	4	11	11	8	1	1	
Science	22	22	24	7	7	5	10	10	7			
Social Science	24	24	26	8	8	3	13	13	18			

* 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 focus:

- English Language Arts: Implementation of California State Standards drove some professional development, and low scores on college/university entrance exams drove other professional development.
 - Content Area Literacy (Expository Text, Standards Driven, Text Dependent Questions, Text Complexity)
 - Technology to enhance instruction (Google etc.)
 - Increase depth and rigor (Academic Vocabulary, Open ended questions, Writing in All content areas)
 - Integrating ELD into ELA classroom.
 - AVID instructional strategies
 - Developing and incorporating performance tasks into lessons.
- Mathematics: Implementation of California State Standards and the Standards of Mathematics Practice drove all of the professional development.
 - California State Standards adopted Curriculum

2. Integrating Standards of Mathematics Practice into lessons.
 3. Developing/integrating Mathematics Performance Tasks into lessons
 4. Content literacy in Mathematics
 5. AVID instructional strategies
 6. Technology to enhance instruction (Google etc.)
3. Science: Implementation of the Next Generation Science Standards and the Standards of science Practice drove all of the professional development.
 1. Next Generation Science Standards education and implementation
 2. Integrating Science Practice Standards into lessons
 3. Content Literacy in Science
 4. AVID instructional strategies
 5. Career Pathway education and implementation in Medical Science.
 6. Technology in the classroom (Google etc.)
4. Social Studies: The need to infuse content literacy and performance task learning prompted this years professional development focus.
 1. Content literacy in Social Studies
 2. Education of and implementation of performance tasks into lessons.
 3. AVID instructional strategies
 4. Technology in the classroom (Google etc.)
5. Career Technical Education: The need to infuse content literacy prompted this professional development.
 1. Content literacy in CTE
 2. College/Career Ready standards implementation
 3. Discipline specific content development

Professional Development Dissemination Process:

- * Professional Development Organizations such as: AVID, CUE Conferences, various local County Offices of Education, Curriculum Companies, etc.
- * Local district based development such as: District Curriculum, Instruction and Assessment Coordinator, Site Administration, Site lead teachers, Specific departments, etc.

Teacher Implementation Support:

- * Professional Organizations offer on-going professional development throughout the year. Teachers are given time to implement new strategies, and then debriefing/reflecting sessions are required. Observations and walk-throughs allow for personal coaching to take place as well. Administration is involved as well which allows even more consistency in the implementation.
- * District and Site Administration off support on local professional development through various techniques such as coaching, teacher-principal meetings, informal conversations, etc.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,683	\$44,144
Mid-Range Teacher Salary	\$61,842	\$69,119
Highest Teacher Salary	\$89,654	\$86,005
Average Principal Salary (ES)	\$115,852	\$106,785
Average Principal Salary (MS)	\$131,182	\$111,569
Average Principal Salary (HS)	\$126,532	\$121,395
Superintendent Salary	\$160,501	\$178,104
Percent of District Budget		
Teacher Salaries	35%	34%
Administrative Salaries	7%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6635	452	6182	59533
District	◆	◆	8871	\$68,387
State	◆	◆	\$6,574	\$69,649
Percent Difference: School Site/District			-30.3	-12.9
Percent Difference: School Site/ State			-6.0	-14.5

* Cells with ◆ do not require data.

Types of Services Funded

- Intervention classes are built into the school day and offered afterschool to support students that are below grade level in math and reading.
- Summer school is offered in partnership with Migrant Education to provide additional support to students that are below grade level in math and reading.
- A Structured English Immersion (SEI) supports English Learners with acquiring English TK-12.
- Instructional Aides support instruction, individual student needs, and student learning in TK-8 classes.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Live Oak High School	2013-14	2014-15	2015-16
Dropout Rate	0.9	0	0.9
Graduation Rate	94.78	98.9	97.2
Live Oak Unified School District	2013-14	2014-15	2015-16
Dropout Rate	1.4	2.6	2.5
Graduation Rate	94.93	95.73	95.8
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	163
% of pupils completing a CTE program and earning a high school diploma	87
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33

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	98.3
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	41.35

* 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		♦
Foreign Language	1	♦
Mathematics		♦
Science		♦
Social Science	2	♦
All courses	5	20

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	96.3	88.98	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	100	94.42
Filipino	0	0	93.76
Hispanic or Latino	96.88	86.84	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	92.31	87.5	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	83.33	77.78	63.9
English Learners	87.5	88.89	55.44
Students with Disabilities	100	93.62	85.45
Foster Youth	0	0	68.19

Career Technical Education Programs

Industrial Technologies

1. ROP Welding Technology
2. ROP Farm Equipment/Metal Fabrication

Construction management/woodwork

1. Agriculture Woodworking
2. ROP Agriculture Construction and Maintenance

Computer Technology

1. Computer Applications
2. ROP computer Graphics
3. ROP Digital Photography
4. ROP Computer Graphics/Yearbook

Visual/Performing Arts

1. Art 1
2. Advanced Art
3. Drama

Other

1. Horticulture
2. Floral Design
3. Journalism

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.