



# Granite Hills High School

1701 East Putnam Ave. • Porterville, CA 93257 • (559) 782-7075 • Grades 9-12

Apolinar Marroquin Jr., Principal  
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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Porterville Unified School District

600 West Grand Ave.  
Porterville, CA 93257  
(559) 793-2400  
portervilleschools.org

#### District Governing Board

Lillian Durbin  
Hayley Buettner  
Sharon Gill  
Pat Contreras  
David DePaoli  
Pete Lara, Jr.  
Felipe Martinez

#### District Administration

Dr. Ken Gibbs  
**Superintendent**  
Ken Gibbs, Ed.D.

#### **Assistant Superintendent Business Services**

Martha Stuemky, Ed.D.  
**Assistant Superintendent  
Instructional Services**

Nate Nelson, Ed.D.  
**Assistant Superintendent  
Business Services and Technology**

Andrew Bukosky, Ed.D.  
**Assistant Superintendent,  
Human Resources**

### Principal's Message

Welcome to Granite Hills High School: Home of the "Grizzlies."

The goal at Granite Hills High School is to provide a "family like" atmosphere, while providing a comprehensive educational program that will enable them to contribute with integrity and confidence. We believe all students can learn and be successful! We take pride in our strong instructional programs, pathways and excellent extracurricular programs. It can truly be said that Granite Hills High School is dedicated to becoming one of the finest high schools in the San Joaquin Valley.

I am honored to be the Principal of Granite Hills High School. I am excited by the new challenges that face all of us as we race into the 21st Century. It is with great anticipation that we look forward to working with you, in a partnership to help students prepare for college, career and life. With your assistance, we will teach students to understand their educational potential, while emphasizing their responsibility to the Porterville community.

### Community & School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 13,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

Granite Hills High School, established in 1999, serves students in grades nine through twelve on a traditional calendar schedule. Curriculum is based on improving literacy and raising academic expectations, with special emphasis placed on cultural awareness. Our focus on engaging and connecting students with "real world" experiences, along with community awareness, promotes a strong academic and social learning community!

## 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	398
Grade 10	382
Grade 11	302
Grade 12	253
<b>Total Enrollment</b>	<b>1,335</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1.2
Asian	1.3
Filipino	0.3
Hispanic or Latino	85.6
Native Hawaiian or Pacific Islander	0.7
White	9.6
Two or More Races	0.6
Socioeconomically Disadvantaged	89.1
English Learners	17.5
Students with Disabilities	4.9
Foster Youth	0.9

## 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			
Granite Hills High School	14-15	15-16	16-17
<b>With Full Credential</b>	49	54	53
<b>Without Full Credential</b>	0	3	5
<b>Teaching Outside Subject Area of Competence</b>	0	4	5
Porterville Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	585
<b>Without Full Credential</b>	♦	♦	59
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Granite Hills High School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	1

\* "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
<b>This School</b>	95.4	4.6
Districtwide		
<b>All Schools</b>	94.0	6.0
<b>High-Poverty Schools</b>	94.0	6.0
<b>Low-Poverty Schools</b>	0.0	0.0

\* 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)**

Porterville Unified School District held a Public Hearing on September 10, 2015 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2015, regarding textbooks in use during the 2015-16 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Glencoe/McGraw Hill Adopted 2000  Globe Book Company Adopted 1999  MacMillan/McGraw Hill Adopted 1999  McDougal Littell Adopted 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	Addison-Wesley Adopted 2003  Brooks/Cole Adopted 2001  Integrated Math 1, 2, 3 Adopted 2013, Math Vision  McDougal Littell Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	Glencoe Adopted 2004  McDougal Littell Adopted 2006  Prentice Hall Adopted 2009  Thomson Learning Adopted 2002  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2015**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	Glencoe Adopted 1999  McDougal Littell Adopted 2006  McGraw-Hill Adopted 1999  Prentice Hall Adopted 1999  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Granite Hills High School was originally constructed in 1999 and is currently comprised of 58 classrooms (including portables), a library/media center, three computer labs, two science labs, two staff rooms, a cafeteria, six athletic fields, two gymnasiums, an olympic-size swimming pool, the main office, the guidance office, and the career center. Additionally, in 2002-03, construction of a 7,000-seat football/soccer stadium was completed, named for Jacob C. Rankin. In the summer of 2009 a new surface was added to "The Pyramid". The chart displays the results of the most recent school facilities inspection, provided by the district in July 2015.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 07/15/2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Rm 205 door needs bottom weather stripping; library & rm 404 damaged base boards around computer station; rm 406 & 408 stained ceiling tile; rm 408 door jam to kitchen needs repair & tear in rubber drop zone; rm 410 & 411 missing electrical cover; rm 412 torn carpet/broken base boards on computer station; 505A & 506 stained ceiling tiles; rm 803, 806, 807, 815, 817 stained ceiling tiles; rm 816 stained carpet from paint; cafeteria trash can partition in girls restroom is missing; rm 1011 rip in wall covering; rm 1012 & 1013 stained ceiling tiles; 1000 building boys restroom broken hand dryer/graffiti on wall/broken urinal; 1000 building water fountain doesn't work; 1100 building girls restroom paint peeling on ceiling; rm 1106 damaged base boards around computer station; rm 1107 holes in west wall; rm 1109 damaged base boards around computer stations/stained ceiling tiles; rm 1110 & 1111 stained ceiling tiles; rm 1113 damaged base board and wall patch on west wall/loose door handle; rm 901 stained ceiling tiles; rm 907 broken light lens; mini gym light out/missing clock; girls locker room light out in restroom hand dryer broken; boys locker room light out in restroom hand dryer broken; main gym light out

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 07/15/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Gym 903 - Broken light lens. Gym 904 - Broken light lens. Main Gym- Light out Boys and Girls Locke Room- Light out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Gym Building- Main Gym - Broken drinking fountain, missing tile at fountain area. Boys Restroom 1000 Building- Broken Hand Dryer/Graffiti On Wall/Broken Light Switch/Broken Urnal Water Fountain 1000 building- Water Fountain Doesn't Work
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			stadium concrete lifting/bleacher benches warping from ground shift on east side bleachers
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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

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	50	54	30	37	44	48
Math	15	12	20	21	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.

**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	26	22	23	42	37	40	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	18	23.1	31.5

\* 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	363	360	99.2	22.8
Male	196	194	99.0	23.2
Female	167	166	99.4	22.3
Hispanic or Latino	311	309	99.4	22.3
White	40	39	97.5	28.2
Socioeconomically Disadvantaged	328	325	99.1	22.8
English Learners	65	64	98.5	6.3
Students with Disabilities	22	21	95.5	4.8
Students Receiving Migrant Education Services	46	46	100.0	30.4

\* 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	298	295	99.0	54.2
Male	11	147	145	98.6	47.6
Female	11	151	150	99.3	60.7
Hispanic or Latino	11	245	242	98.8	54.1
White	11	32	32	100.0	56.3
Socioeconomically Disadvantaged	11	259	256	98.8	53.5
English Learners	11	37	37	100.0	5.4
Students with Disabilities	11	11	10	90.9	10.0
Students Receiving Migrant Education Services	11	36	36	100.0	50.0

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	298	295	99.0	12.2
Male	11	147	145	98.6	13.8
Female	11	151	150	99.3	10.7
Hispanic or Latino	11	245	242	98.8	12.0
White	11	32	32	100.0	12.5
Socioeconomically Disadvantaged	11	259	256	98.8	12.9
English Learners	11	37	37	100.0	
Students with Disabilities	11	11	10	90.9	
Students Receiving Migrant Education Services	11	36	36	100.0	13.9

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)

Parents and the community are very supportive of the educational programs in the Porterville Unified School District.

Parents and guardians are always welcome on campus and can support their child's learning environment by:

- 1) Monitoring school attendance and academic progress using school-wide ABI tracking system
- 2) Attend school hosted parent orientations and participate in extra-curricular activities
- 3) Stay connected and informed by visiting "The Daily Roar" (on-line newspaper), "The Grizzly Quarterly" (quarterly newspaper) and our school website.
- 4) Planning and participating in activities at home that are supportive of classroom activities
- 5) Volunteering at school
- 6) Participating in decision-making processes by attending English Learner Advisory Committee and/or School Site Council meetings.

#### Contact Information

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 782-7075. The district's website ([www.portervilleschools.org](http://www.portervilleschools.org)) also provides a variety of helpful resources and information for parents, students, staff, and community members.

#### 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

The safety of students and staff is a primary concern of Granite Hills High School. Teachers and administrators supervise students on campus before and after school and during breaks, while noon-duty supervisors monitor students during the lunch break. All visitors must sign in at the principal's office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times. PUSD has also mandated that all district employees wear proper identification badges. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

The School Site Safety Plan was most recently revised in fall 2014 by the Assistant Principal. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis. In addition to the emergency drills, all PUSD employees have participated in Active Shooter Awareness Training, provided by Porterville Police Department.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.6	7.4	8.3
Expulsions Rate	6.3	0.9	0.5
District	2013-14	2014-15	2015-16
Suspensions Rate	6.0	5.9	5.6
Expulsions Rate	0.6	0.3	0.3
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	In PI
First Year of Program Improvement	2009-2010	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	80.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist	2
Other	
Average Number of Students per Staff Member	
Academic Counselor	350

\* 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	23	24	24	16	18	18	32	21	21	4	12	12
Mathematics	26	28	28	9	6	6	29	23	23	7	13	13
Science	30	26	26	4	6	6	19	25	25	11	9	9
Social Science	28	27	27	2	4	4	25	24	24	5	6	6

\* 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

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participating in professional development that focus on improving instruction and assessment. Teacher collaboration time is utilized during Monday extended day schedule and designated Wednesday minimum days.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessments. School-wide focus will include aligning instruction with CC shifts and meeting Progress Adviser instructional goals. PUSD is currently transitioning and fostering change in the areas of Common Core, one to one technology and Linked Learning.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,592	\$44,958
Mid-Range Teacher Salary	\$70,374	\$70,581
Highest Teacher Salary	\$90,879	\$91,469
Average Principal Salary (ES)	\$142,276	\$113,994
Average Principal Salary (MS)	\$144,040	\$120,075
Average Principal Salary (HS)	\$162,400	\$130,249
Superintendent Salary	\$209,705	\$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
Administrative Salaries	4%	5%

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

## Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency
- Title VII, Indian, Native Hawaiian, and Alaska Native Education

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Granite Hills High School	2011-12	2013-14	2014-15
Dropout Rate	8.70	5.40	4.50
Graduation Rate	90.83	94.17	94.57
Porterville Unified School District	2011-12	2013-14	2014-15
Dropout Rate	14.70	13.90	10.80
Graduation Rate	83.65	84.29	86.99
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,853	\$727	\$6,126	\$65,867
District	♦	♦	\$6,336	\$75,802
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-3.3	-6.3
Percent Difference: School Site/ State			30.6	-5.0

\* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	459
% 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	33

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	97.29
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	27.8

\* 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	3	◆
Fine and Performing Arts		◆
Foreign Language	3	◆
Mathematics		◆
Science	2	◆
Social Science	3	◆
All courses	11	.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	96	89	86
Black or African American	50	58	78
American Indian or Alaska Native	100	73	78
Asian	100	100	93
Filipino	100	94	93
Hispanic or Latino	97	89	83
Native Hawaiian/Pacific Islander	100	100	85
White	96	89	91
Two or More Races	0	86	89
Socioeconomically Disadvantaged	100	96	66
English Learners	64	67	54
Students with Disabilities	96	87	78

### Career Technical Education Programs

This table displays information about participation in the school's Career Technical Education (CTE) programs. For more information about Career/Technical Education and/ or the District's Regional Occupation Program, please contact Cindy Brown at (559) 793-2406.

### 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.