

School Accountability Report Card Reported for School Year 2006-07

Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://www.cde.ca.gov/ta/ac/sa/ap1/http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

School		District	
School Name	Santa Susana High	District Name	Simi Valley Unified
Street	3570 East Cochran St.	Phone Number	(805) 520-6500
City, State, Zip	Simi Valley, CA 93063	Web Site	www.simi.k12.ca.us/main.html
Phone Number	(805) 520-6800	Superintendent	Kathryn Scroggin
Principal	Pamela Carter	E-mail Address	kscroggin@simi.k12.ca.us
E-mail Address	pcarter@simi.k12.ca.us	CDS Code	56-72603-5630322

School Description and Mission Statement

Santa Susana High School is a vibrant community of learners focused on academics, the arts and information technology. As a magnet school, Santa Susana High School (SSHS) attracts students that come to school expecting to share in the benefits of a smaller school campus, while being challenged by a rigorous and relevant academic and top-notch elective program. With an enrollment of 1300 students, SSHS attracts students that desire a high school experience out of the ordinary. SSHS has no interscholastic sports or cheerleaders or marching band. But Santa Susana does have a rigorous Advanced Placement (AP) and Honors program, as well as exceptionally strong and unique arts and technology programs. The bell schedule includes flexible nine-period days, including "block" periods and a student advisory period two days each week.

Santa Susana High School's mission is to promote academic excellence, provide a challenging curriculum emphasizing the arts, information technology and academics, and prepare students to meet the demands of the 21st century. Guided by the most recent research on small school environments, the SSHS community has fashioned an extraordinary environment that is well suited to students choosing to engage themselves and their talents in a setting of cooperation, respect and tolerance. The school is formally structured into three Schools (Academics, The Arts, and Information Technology) and within those Schools, ten Academies reflecting the talents and interest of our student body. Students are challenged by the opportunity to earn "Certificates of Achievement" based on individual performance and involvement in their academies.

SSHS students are committed to excellence in their studies. Santa Susana is the highest ranking high school in our district in the state Academic Performance Index (API) with a score of 821. We have, of course, met our federal Adequate Yearly Progress (AYP) goals as well. Faculty is well aware of state standards and dedicated to standards-based instruction in every department. The use of technology and the arts is required in each classroom on the SSHS campus.

Santa Susana High School has been recognized for our excellence by a number of outside agencies. In the last several years, SSHS captured two large competitive grants: A Specialized Secondary Program (SSP) grant from the state, and a Smaller Learning Communities (SLC) grant from the U.S. Department of Education. As a result of our high school reform efforts made possible through these grants, SSHS now serves as a model school SSP demonstration site where educators can visit to learn about our school and our specialized programs. In addition, SSHS was recently selected by the State of California to be part of the nationwide Successful Practices Network supported by the International Center for Leadership in Education and the Bill and Melinda Gates Foundation, and has received the California School Board Association's Golden Bell Award.

SSHS is a unique school within the Simi Valley Unified School District and surrounding communities. Santa Susana has a strong commitment to ensuring the success of its students through rigor, relevance and relationships. The staff is innovative, creative and forward-thinking. Santa Susana High School succeeds because our students do.

Opportunities for Parental Involvement

Parents are encouraged to participate on school committees, PTA, School Site Council, and to serve as volunteers at school. For information, contact the school office.

Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	371
Grade 10	359
Grade 11	299
Grade 12	269
Total Enrollment	1298

Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.62 %	White (not Hispanic)	74.65 %
American Indian or Alaska Native	1.31 %	Multiple or No Response	0.77 %
Asian	5.7 %	Socioeconomically Disadvantaged	12 %
Filipino	2.08 %	English Learners	2 %
Hispanic or Latino	13.56 %	Students with Disabilities	8 %
Pacific Islander	0.31 %		

Average Class Size and Class Size Distribution

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	26.6	25	5	17	25.5	26	8	19	24.6	27	17	12
Mathematics	30.8	7	9	18	29.0	6	20	12	29.5	7	11	21
Science	33.5	3	6	21	30.0	7	9	22	29.0	7	14	18
Social Science	30.5	5	36	24	28.1	8	52	15	25.7	43	23	19

II. School Climate

School Safety Plan

Emergencies do occur on school campuses. In times of crisis, schools need to respond immediately to prevent and reduce the possibility of injuries. Schools are neither immune to naturally occurring conditions such as earthquakes nor can they prevent completely unwanted disturbances or intrusions; however, school personnel can prevent unnecessary confusion and turmoil if they plan steps to minimize the possibility of injuries or tragedy on their school campus. Planned schoolwide crisis response can significantly reduce disruption during times of crisis. A structured response by a trained team of staff members can facilitate the return to a normal school routine in the unlikely event of a crisis occurring on or near the school campus. All schools have board approved safety plans in accordance with SB 187.

These plans include:

- ❖ School crime data reporting procedures
- ❖ Child abuse reporting procedures (Penal Code Section 11164, et.seq.)
- ❖ Procedures for disasters and emergencies (Standardized Emergency Management System)
- ❖ Policies on suspension and expulsion
- ❖ Procedures for notification to teachers regarding student discipline issues (EC 49079)
- ❖ Policy against sexual harassment (EC 212.6[b])
- ❖ Routes for safe ingress and egress of students, staff and parents
- ❖ Site specific safety plans
- ❖ Updated school rules (EC 35291 and EC 35291.5)

Suspensions and Expulsions

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	4.9%	4.4%	4.5%	9.6%	8.4%	11.4%
Expulsions	0.2%	0.2%	0.4%	0.1%	0.2%	0.2%

III. School Facilities

School Facility Conditions and Improvements

General:

The district takes great efforts 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 site, at the district office, or on the internet at www.simi.k12.ca.us

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School/Building:

SSHS has 56 classrooms, a multipurpose room, library, and administration building. The main campus was built in 1970.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient services and that emergency repairs are given the highest priority.

Cleaning Process and Schedule:

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available in the school office, at the district office, or on the internet at www.simi.k12.ca.us. The principal 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 and exterior painting, and floor systems. For the 2006-07 school year, the district budgeted \$2.2M for the deferred maintenance program.

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	46	52	60	963
Without Full Credential	1	2	1	11
Teaching Outside Subject Area of Competence				N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	--	0	4
Total Teacher Misassignments	--	0	4
Vacant Teacher Positions	--	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	89.0	11.0
All Schools in District	92.3	7.7
High-Poverty Schools in District		
Low-Poverty Schools in District	92.0	8.0

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	432.7
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

All K-12 students have current standards-based textbooks in Language Arts, Math, History/Social Science and Science. The Simi Valley Unified School District Board of Education uses the State Instructional Materials Adoption Cycle as a time frame for textbook adoptions. The District views instructional materials in each curricular area with a seven-year cycle. Simi Valley students have current textbooks in Health, Visual/Performing Arts and foreign languages.

The Simi Valley Unified School District sets a high priority upon ensuring that sufficient current textbooks and materials are available to support the District's instructional programs. The District held a Public Hearing on October 10, 2006, and determined that each student has been provided sufficient standards-based textbooks and instructional materials consistent with the State Adoption Cycle and aligned with State Curriculum Frameworks and Standards.

Sufficient standards-based textbooks and instructional materials have been purchased for all students, including English Language learners, in the core curriculum areas of English/Language Arts, Math, History/Social Science and Science, and Health and Foreign Language for grades 9-12.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials			Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	K-5	Houghton Mifflin	2003	0%
	6-12	McDougal-Littell	2003	
Mathematics	K-6	Harcourt Brace	2001	0%
	7-12	McDougal-Littell	2001	
Science	K-5	Houghton Mifflin	2000	0%
	6-8	Holt Rinehart	2000	
	Science 9	Prentice Hall	2007	
	Anatomy	Prentice Hall	2007	
	Environmental	Prentice Hall	2007	
	Food Chemistry	Prentice Hall	2007	
	Plant	Brooks Cole	2007	
	Physical	Glencoe	2007	
	Biology/Chemistry	Prentice Hall	2007	
Physics	Holt Rinehart	2007		
History-Social Science	K-5	Scott Foresman	2006	0%
	6-8	Glencoe	2006	
	9-12	McDougal-Littell/ Prentice Hall/Glencoe/McGraw-Hill/Houghton Mifflin	2006	
Foreign Language	6-8	McDougal-Littell	2003	0%
	9-12 French & Spanish	McDougal-Littell	2003	
	9-12 German	Holt Reinhart	2003	
Health	9	Holt Reinhart	2004	0%
Science Laboratory Equipment	9-12			

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,944	\$2,309	\$4,635	\$61,304
District	N/A	N/A	\$4,642	\$58,425
Percent Difference – School Site and District	N/A	N/A	-0.15%	4.93%
State	N/A	N/A	\$4,943	\$60,032
Percent Difference – School Site and State	N/A	N/A	-6.3%	2.12%

Types of Services Funded

Services funded may include general education, special education, and class-size reduction. Also included are direct classroom expenditures, certificated and classified support salaries, contracted services, books, instructional supplies, employee benefits, maintenance and transportation.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,293	\$38,937
Mid-Range Teacher Salary	\$60,276	\$61,080
Highest Teacher Salary	\$74,889	\$76,443
Average Principal Salary (Elementary)	\$94,156	\$99,694
Average Principal Salary (Middle)	\$98,444	\$103,687
Average Principal Salary (High)	\$107,359	\$112,983
Superintendent Salary	\$163,200	\$195,054
Percent of Budget for Teacher Salaries	44.0 %	40.1 %
Percent of Budget for Administrative Salaries	4.6 %	5.4 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	59	61	69	55	58	59	40	42	43
Mathematics	29	27	29	52	53	53	38	40	40
Science	55	63	65	48	49	51	27	35	38
History-Social Science	56	54	55	46	45	44	32	33	33

CST Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	50	19	*	*
American Indian or Alaska Native	*	*	*	*
Asian	78	55	92	71
Filipino	79	37	*	*
Hispanic or Latino	52	25	48	42
Pacific Islander	*	*	*	*
White (not Hispanic)	72	28	66	56
Male	64	30	66	61
Female	74	29	65	51
Economically Disadvantaged	57	26	54	50
English Learners	7	0	*	*
Students with Disabilities	38	19	54	42
Students Receiving Migrant Education Services				

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	71.2	64.6	49	76.5	65.7	51.1	74.5	62.6	48.6
Mathematics	60.8	58.5	45.2	64.2	58.5	46.8	72.2	63.2	49.9

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	25.5	32.7	41.7	27.8	41.6	30.5
Male	32.5	36.2	31.3	28.7	40.2	31.1
Female	18.8	29.4	51.8	27.1	42.9	30
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	7.7	19.2	73.1	3.8	11.5	84.6
Filipino	*	*	*	*	*	*
Hispanic or Latino	42.9	24.5	32.7	40.8	38.8	20.4
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	24.2	35.2	40.6	26.2	45.9	27.9
English Learners	52.6	21.1	26.3	47.4	21.1	31.6
Socioeconomically Disadvantaged	35	35	30	40	30	30
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	52.2	34.8	13	58.3	29.2	12.5

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
9	17.8

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	9	10	9
Similar Schools	8	10	8

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	21	6	15	821
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino		19	8	760
Pacific Islander				
White (not Hispanic)	22	6	17	828
Socioeconomically Disadvantaged		42	26	772
English Learners	N/A			
Students with Disabilities	N/A			

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	6.9

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0.5	0.7	1.2	0.8	1.5	2.6	3.2	3.1	3.5
Graduation Rate	96.3	89.9	92.9	94.3	90.3	88.2	85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	210	1345	N/A
African American	1.4	1.2	N/A
American Indian or Alaska Native	1.9	0.8	N/A
Asian	6.2	6.4	N/A
Filipino	3.3	2.2	N/A
Hispanic or Latino	10.5	14.2	N/A
Pacific Islander	*	0.3	N/A
White (not Hispanic)	76.7	74.8	N/A
Socioeconomically Disadvantaged	8.6	9.0	N/A
English Learners	0.5	1.0	N/A
Students with Disabilities	7.1	6.3	N/A

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	187
Percent of pupils completing a CTE program and earning a high school diploma	15%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	61.1
Graduates Who Completed All Courses Required for UC/CSU Admission	17.6

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	3	N/A
All courses	9	3.5