

American Legion Continuation High School

3801 Broadway • Sacramento, CA 95817 • 916.277.6600 • Grades 9-12

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



Sacramento City Unified School District

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Area Assistant Superintendent

School Description

American Legion High School is a WASC Accredited continuation high school, which proudly works with students from diverse backgrounds and needs. The students, faculty and staff have collaborated in building a quality program to address these various student needs. American Legion students have the opportunity to achieve their academic goals in a setting which fosters student ownership, responsibility, and self-respect. A student at American Legion High School has numerous routes to achieve a high school diploma. These routes include: a traditional route which allows students to take classes at an accelerated rate, Independent Study where students can take up to four classes at a time and Fuel Education Online computer classes or a combination of all three. All routes or courses of study are aligned with the district and state content standards.

The American Legion staff is committed to producing college and career ready graduates. The staff at American Legion High School is committed to working with students in a small classroom setting. The smaller class size provides a greater level of personal attention which allows teachers to support academic preparedness along with social/ emotional intervention which is a key component for success for "at risk" students. American Legion also has a number of exemplary mentoring programs including the Men's and Women's Leadership Academy which monitors, mentors and motivates students. These students are then afforded the opportunity to lead and organize activities for their fellow students.

The academic school year at American Legion High School consists of 3 equivalent semesters. Each semester allows students to earn up to 30 credits and a total of 90 credits for the school year. Students attend a mandatory orientation before school begins which allows students to learn how American Legion can help them in their academic and career goals. Students actively participate in charting their path towards graduation and receive academic and behavioral reports every six weeks. Students at American Legion must meet the same graduation requirements as a traditional high school student. Students at American Legion with 130 credits or more are encouraged to create their own Graduate Profile to assist them in successfully transitioning to a post secondary education or successful career.

American Legion High School is a school on the move and has more than tripled its enrollment and graduation rate. The school has transitioned into being one of the top credit recovery options in Sacramento County with over 20,000 credits earned each year from the 2012-2014 school years. The goal for the current school year is to earn over 23,000 credits and graduate 100 students.

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 10	9
Grade 11	72
Grade 12	209
Total Enrollment	290

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	35.5
American Indian or Alaska Native	0.7
Asian	5.2
Filipino	0.7
Hispanic or Latino	45.2
Native Hawaiian or Pacific Islander	2.8
White	5.2
Two or More Races	4.8
Socioeconomically Disadvantaged	86.2
English Learners	12.1
Students with Disabilities	9
Foster Youth	1

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			
American Legion Continuation High School	14-15	15-16	16-17
With Full Credential	14	18	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sacramento City Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1574
Without Full Credential	♦	♦	83
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
American Legion Continuation	14-15	15-16	16-17
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	77.2	22.8
Districtwide		
All Schools	83.9	16.1
High-Poverty Schools	83.1	16.9
Low-Poverty Schools	97.0	3.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literacy and Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Algebra 1 2009 Algebra 2 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Modern Biology 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	American Anthem 2007 Human Legacy 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Visions, Levels Basic and A, Student Workbooks, Levels Basic and A, Heinle & Heinle English Language Development 2003 Visions, Levels Basic and B and C, Student Workbooks, Levels Basic and B and C, Heinle & Heinle English Language Development 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 1977. This school has 16 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 8 portables. During the 2005 modernization, renovations and upgrades were made in the following areas: site interior, exterior, plumbing, roofing and miscellaneous upgrades.

The district takes great efforts to ensure that all schools are clean, safe, and functional. 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 service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 10/3/16

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			Classroom 104: 1 LIGHT OUT Classroom 110: 4 LIGHTS OUT Classroom 112: 1 LIGHT OUT Classroom V2: 1 LIGHT OUT Classroom V4: 3 LIGHTS OUT Gym: 7 LIGHTS OUT Library/ Resource Center: 9 LIGHTS OUT
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	All repairs noted on the inspection have had work orders submitted for repair
	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	2	3	35	39	44	48
Math	0		28	30	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	8	15		53	47	47	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

* 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	39	20	51.3	
Male	20	9	45.0	
Female	19	11	57.9	
Black or African American	13	4	30.8	
Hispanic or Latino	22	14	63.6	
Socioeconomically Disadvantaged	29	18	62.1	

* 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	121	102	84.3	2.9
Male	11	72	63	87.5	4.8
Female	11	49	39	79.6	

**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
Black or African American	11	44	39	88.6	2.6
Hispanic or Latino	11	50	43	86.0	2.3
Socioeconomically Disadvantaged	11	93	75	80.7	4.0
English Learners	11	18	14	77.8	
Students with Disabilities	11	16	15	93.8	

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	121	103	85.1	
Male	11	72	64	88.9	
Female	11	49	39	79.6	
Black or African American	11	44	40	90.9	
Hispanic or Latino	11	50	43	86.0	
Socioeconomically Disadvantaged	11	93	76	81.7	
English Learners	11	18	14	77.8	
Students with Disabilities	11	16	15	93.8	

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)

American Legion High School has an active PTSA and ELAC committee. Both are instrumental in planning, coordinating special events and providing input into programs that are available to students and parents. American Legion staff regularly meet with families in order to develop, implement, and review individualized plans specifically made to map out a students road to graduation.

For more information, contact Jason Coombs at (916) 277-6600 or Darlene Rutledge at (916) 277-6600.

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

Sacramento City Unified School District
 Comprehensive Safe School Plan 2016-2017

- Section 1..... Crisis Communication Flow
- Section 2.....Emergency Plan: Site Level Drill and Emergency Procedures
 - (a) Lockdown Response
 - (b) Fire
 - (c) Bomb Threat, ATF Bomb Threat Checklist
 - (d) Active Shooter
 - (e) Chemical
- Section 3.....Emergency Plan: Earthquake Emergency Procedures
- Section 4..... Emergency Plan: Site Level Use of Schools as a Community Shelter **
- Section 5.....District Policies Related to Safety:
 - (a) Board Policy 5021: Custodial & Parent Rights
 - (b) Mandated Child Abuse Reporting
 - (c) Missing Student Protocol
 - (d) Suicide Risk Assessment
- Section 6.....Bullying Policies and Procedures
- Section 7.....Dangerous Student Notification
- Section 8.....Wellness Plan
- Section 9.....District Handbook
- Section 10.....Component I: Social Climate
 Component II: Physical Climate/Campus
- Section 11..... Emergency Plan: Site Level Incident Command System
- Section 12..... Emergency Plan: Site Level Communication Procedures
- Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on campus
- Section 14.....Emergency Plan: Site Level Safe Ingress & Egress Procedures
- Section 15... Emergency Plan: Site Level Family Reunification Procedures
- Section 16..... Emergency Plan: Site Level Provisions for Students/Staff with Special Needs
- Section 17.....School Site Safety Committee Member List, Approval of CSSP
- Section 18.....Staff Handbook
- Section 19.....Site Specific Documents (option to add documents)

** Once designated by the Red Cross or Office of Emergency Services, the school sites will be notified and Documentation will be inserted in this section.

The Comprehensive Safe School Plans for the Sacramento City Unified School District were revised to ensure the contents of the plans were uniform and updated to address the components set forth in Section 32262 of the 2016 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	30.5	20.6
Expulsions Rate	30.0	0.2	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	4.9	6.1	5.8
Expulsions Rate	0.0	0.0	0.0
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	2005-2006	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	52	
Percent of Schools Currently in Program Improvement	76.5	

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)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.5
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist	1.5
Other	0.0
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	20	17	7	10	11	4	5	4	4	5		
Mathematics	22	17	9	6	12	27	6	3	1	5		
Science	32	22	10		5	19	4	1	1	4		
Social Science	27	17	8	8	15	2	5	4	16	7		

* 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

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college career and life, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on the ELA and math Common Core State Standards, the Next Generation Science Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

To that end, the district has crafted a high quality professional program that is focused on ELA Common Core State Standards, Math Common Core State Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

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teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,683	\$45,092
Mid-Range Teacher Salary	\$53,467	\$71,627
Highest Teacher Salary	\$87,749	\$93,288
Average Principal Salary (ES)	\$102,681	\$115,631
Average Principal Salary (MS)	\$104,918	\$120,915
Average Principal Salary (HS)	\$120,601	\$132,029
Superintendent Salary	\$290,000	\$249,537
Percent of District Budget		
Teacher Salaries	31%	37%
Administrative Salaries	5%	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

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. Services throughout the district include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books in mathematics, reading/language arts and ELD
- Extended Day/Year/ Summer school
- Enrichment programs/Internships
- Access to technology
- Parent Education/Family Nights
- Social Services (partnerships with Community Based Organizations)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Special Education
- 10th Grade Counseling
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10387.00	557.34	9829.4	72471.83
District	♦	♦	\$4,556	\$67,009
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			115.7	10.3
Percent Difference: School Site/ State			83.8	-0.7

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
American Legion Continuation High	2011-12	2013-14	2014-15
Dropout Rate	6.10	5.50	8.90
Graduation Rate	85.27	85.01	80.32
Sacramento City Unified School District	2011-12	2013-14	2014-15
Dropout Rate	6.10	5.50	8.90
Graduation Rate	85.27	85.01	80.32
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	171
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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	97.94
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	36	80	86
Black or African American	36	72	78
American Indian or Alaska Native	75	80	78
Asian	40	89	93
Filipino	0	98	93
Hispanic or Latino	30	76	83
Native Hawaiian/Pacific Islander	33	81	85
White	50	82	91
Two or More Races	57	87	89
Socioeconomically Disadvantaged	44	56	66
English Learners	23	62	54
Students with Disabilities	28	51	78

Career Technical Education Programs

Career Technical Education (CTE) courses support the core subject areas and provide context to most of the Small Learning Communities (SLCs) in SCUSD. All SCUSD students have access to CTE courses. CTE courses align to both academic and CTE California State Standards. CTE courses are reviewed yearly by the Career Technical Preparation Department and the SCUSD Career Technical Education Advisory Board.

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.