



Granite Hills High School

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

Apolinar Marroquin, Principal

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<https://granitehills.portervilleschools.org/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Porterville Unified School District

600 West Grand Ave.

Porterville, CA 93257

(559) 793-2400

www.portervilleschools.org

District Governing Board

Jim Carson

Lillian Durbin

Juan Figueroa, Jr.

Sharon Gill

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District Administration

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Superintendent

Brad Rohrbach

Assistant Superintendent

Business Services

Martha Stuemky, Ed.D.

Assistant Superintendent

Instructional Services

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 students to contribute with integrity and confidence in society. 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 over 14,000 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, two 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	416
Grade 10	317
Grade 11	345
Grade 12	310
Total Enrollment	1,388

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.7
Asian	1.1
Filipino	0.2
Hispanic or Latino	87.2
Native Hawaiian or Pacific Islander	0.9
White	8.1
Socioeconomically Disadvantaged	91.0
English Learners	18.3
Students with Disabilities	5.6
Foster Youth	0.4

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			
Granite Hills High School	16-17	17-18	18-19
With Full Credential	53	53	47
Without Full Credential	5	5	9
Teaching Outside Subject Area of Competence	5	5	2
Porterville Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	567
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
Granite Hills High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	0

* Note: "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 2018-19)

Porterville Unified School District held a Public Hearing on September 13, 2018 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 2016, regarding textbooks in use during the 2018-19 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Glencoe/McGraw Hill Adopted 2000 Globe Book Company Adopted 1999 MacMillan/McGraw Hill Adopted 1999 McDougal Littell Adopted 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Addison-Wesley Adopted 2003 Brooks/Cole Adopted 2001 Integrated Math 1, 2, 3 Adopted 2013, Math Vision McDougal Littell Adopted 2006 Big Ideas Learning Big Ideas Math Integrated Mathematics Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009 Thomson Learning Adopted 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Textbooks and Instructional Materials
Year and month in which data were collected: August 2018

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

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

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 2017 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 November 2018.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Room 203 Missing baseboard, room 205 Door need bottom weather stripping/missing base board. Room 206 Damaged Floor Tile. Library front counter damaged. Room 403 damaged baseboard. Room 404, 405, 406 & 407 damaged baseboards. Room 408 door jam needs repair / tear in rubber drop zone on playground. Room 412 broken baseboards, door needs paint. Room 506 damaged baseboard, broken table top, door handle broken. Room 507 broken baseboard. Room 508 Broken baseboard/interior door needs to be painted. Room 509 broken baseboard. Room 511 broken baseboard, cabinet door needs to be repaired. Room 514A & 514B damage to wall. Room 605 missing baseboard and damage carpet. Room 801 damaged or missing baseboard, drawers missing on cabinet. Room 802 missing baseboard, stained ceiling tile. Room 803 stained ceiling tiles. Room 806 baseboards chipped. Room 809 missing baseboards, damaged counter edge. Room 812, 813 & 815 missing baseboard. Room 816 Carpet is badly stained from spilled paint. Room 817 missing baseboard. Rooms 1006, 1007, 1008, 1010, 1011 & 1012 have stained ceiling tiles. Room 1009 there is a rip in the wall covering. Room 1105 broken floor and ceiling tiles. Room 1106 missing baseboards and stained ceiling tile. Room 1107 broken floor tile and stained ceiling tile. Room 1108 broken floor tile. Room 1109 damaged baseboards around computer stations and broken floor tile. Room 1110 Broken floor and ceiling tile. Room 1111 & 1112 broken floor tile. Room 1113 damaged base board and wall patch on west wall. Room 1114 stained ceiling tiles and broken baseboard. Room 901, 906 and mini gym have damaged baseboards. Room 902 has floor damage. Room 907 hole in wall by roof access ladder. Main gym missing baseboard. Wrestling room missing baseboard, ceiling tiles are broken.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: November 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Room 403 Missing light lens. Room 407 missing electrical cover. Room 411 missing electrical cover. Room 505a Broken Light Cover. Room 507 light out in storage closet, broken light lens. Room 509 1 light out. Room 511 & 512 light out. Room 513 missing light lens. Room 807 & 808 broken light lens. Room 811 broken light lens. Room 816 broken light lens. Cafeteria one light is out. Room 1108 light out. Room 1112 broken light lens. Wrestling room broken light lens, exit sign not working.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	500 boys restroom broken hand dryer, 2 sinks not working, stalls and exit doors need painting, 1000 building boys restroom broken hand dryer and broken urinal. 1100 building boys restroom hand dryer not working, need gender use plaque on door. 1100 building girls restroom peeling paint on ceiling and hand dryer not working. Mini gym light out, and missing light lens. Girls and boys locker rooms lights out. Boys locker room broken shower head.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Swimming pool dead bolt needs repair. Stadium concrete is lifting and bleacher benches are warping from ground shift on east side bleachers.
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	51.0	50.0	39.0	44.0	48.0	50.0
Math	8.0	12.0	23.0	27.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.8	18.3	35.9

* 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.

**School Year 2017-18 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	327	318	97.25	49.69
Male	164	157	95.73	42.04
Female	163	161	98.77	57.14
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	290	282	97.24	50.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	21	95.45	57.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	294	285	96.94	47.37
English Learners	95	94	98.95	19.15
Students with Disabilities	18	17	94.44	0.00
Students Receiving Migrant Education Services	32	32	100.00	46.88
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 2017-18 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	327	320	97.86	11.56
Male	164	159	96.95	12.58
Female	163	161	98.77	10.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	289	284	98.27	10.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	21	95.45	19.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	294	287	97.62	9.76
English Learners	95	94	98.95	0
Students with Disabilities	18	17	94.44	0
Students Receiving Migrant Education Services	32	32	100	6.25
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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 school website or the newly developed GHHS app for Smartphones
- 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.
- 7) Participation in PIQE courses

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) 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 State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The 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 2018 by the site Safety Committee. 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	2015-16	2016-17	2017-18
Suspensions Rate	8.3	6.2	8.7
Expulsions Rate	0.5	0.4	0.7
District	2015-16	2016-17	2017-18
Suspensions Rate	5.6	5.4	4.9
Expulsions Rate	0.3	0.3	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	0
Nurse	1
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	2
Other	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	25.0	24.0	25.0	13	16	11	35	41	39	7	2	6
Mathematics	29.0	26.0	27.0	7	9	6	17	38	32	22	3	12
Science	29.0	27.0	28.0	4	4	5	28	32	30	9	2	6
Social Science	32.0	29.0	29.0	3	4	3	7	20	23	21	12	9

* 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 every other year, veteran teachers evaluated every third year or as needed.

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 work in a Professional Learning Committee to build teaching skills and concepts through participating in professional development that focus on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays.

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, Motivating & Inspiring Students, Illuminate, Instructional Rounds 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 Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,732	\$49,512
Mid-Range Teacher Salary	\$76,842	\$77,880
Highest Teacher Salary	\$99,231	\$96,387
Average Principal Salary (ES)	\$152,356	\$123,139
Average Principal Salary (MS)	\$154,641	\$129,919
Average Principal Salary (HS)	\$167,189	\$140,111
Superintendent Salary	\$232,323	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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 VI - Indian, Native Hawaiian, and Alaska Native Education

FY 2016-17 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	\$80,024
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-3.3	-6.3
Percent Difference: School Site/ State			30.6	-5.0

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Granite Hills High School	2014-15	2015-16	2016-17
Dropout Rate	4.5	2.8	2.1
Graduation Rate	94.6	96.8	92.5
Porterville Unified School District	2014-15	2015-16	2016-17
Dropout Rate	10.8	9.9	7.9
Graduation Rate	87.0	86.7	85.4
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	99.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	31.9

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	♦
English	3	♦
Fine and Performing Arts	0	♦
Foreign Language	2	♦
Mathematics	0	♦
Science	1	♦
Social Science	4	♦
All courses	10	10.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	95.0	89.2	88.7
Black or African American	100.0	87.5	82.2
American Indian or Alaska Native	80.0	80.5	82.8
Asian	80.0	91.7	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	95.2	89.8	86.5
Native Hawaiian/Pacific Islander	75.0	80.0	88.6
White	100.0	86.8	92.1
Two or More Races	100.0	87.5	91.2
Socioeconomically Disadvantaged	96.3	88.0	88.6
English Learners	46.9	63.8	56.7
Students with Disabilities	55.6	77.9	67.1
Foster Youth	100.0	100.0	74.1

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 <https://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.