Pegasus High School

1776 Educational Park Dr. • San Jose, CA, 95133 • 408.928.5440 • Grades 11-12
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

East Side Union High School District

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School Description

Vision: "With great care and pride, we will teach all students to use the power of their mind to achieve academic, personal, and social success."

Mission Statement: To provide a safe and caring learning environment where students achieve the academic, personal, and social development required to continue learning, to pursue post-secondary education, to compete in a dynamic job market and to participate in a diverse, democratic society.

Pegasus is a "Small But Necessary" continuation school in the East Side Union High School District. Pegasus offers its students an alternative method of schooling in a small school environment, which emphasizes personalized instruction. Pegasus is contiguous to the campus of Independence High School and currently serves 135 students, 60-75 students in our morning program and 60-75 students in our afternoon program. The student population does change at times; the school is run on an "open entry/open exit" basis. Students completing their requirements mid-semester, students transferring back to their home school, and students referred to another alternative program allow for the enrollment of new students. The ethnic breakdown of the students varies year to year, but the vast majority of the students are Hispanic, with smaller numbers of African American, Asian, Filipino, Pacific Islander, and White.

The students who are eligible to attend Pegasus live within the East Side Union High School boundary and are juniors or first semester seniors. Pegasus does serve a small number of RSP students, but not other special education programs. At Pegasus students are re-connected to the academic life, to their families and to their communities by pertinent, personalized, persistent interventions by the staff. Working toward graduation from high school is the driving force behind Pegasus High School. Class size is small (normally 20-25 students) to facilitate a student-centered/standards-based curriculum that can be individualized, and to increase personal counseling services. Students enrolled here need a flexible educational environment due to their need for employment, raising a family, or other personal issues that require schedule adjustments. Students may earn up to 25 credits from their Pegasus core classes per semester. Students can catch up on their credits quickly from the Home Room Credit portion of the curriculum. They also can earn credits from CCOC (Central Counties Occupational Center) and to a lesser extent, adult education classes or community college classes. Active adult guidance, supervision and intervention are provided for each student daily. Instruction is personalized at Pegasus for each student. The school offers the opportunity for students to develop close relationships with staff members and continue their progress toward high school graduation. In this environment students are supported in developing self-esteem. Students learn how to make commitments and keep them. Parents are invited to be positively involved with the school, which greatly enhances student achievement.

Pegasus High School provides both a small school environment and an alternative method of schooling for eleventh and twelfth grade students. With a primary emphasis on personalized instruction, each student is afforded the opportunity to develop strong relationships with the staff members and to progress in a positive, supportive environment toward a high school diploma. Students are supported in their personal development of self-esteem and positive decision making, while learning how to make commitments and keep them.

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 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 at 408.928.5440 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	41
Grade 12	88
Total Enrollment	129

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
Asian	7
Filipino	5.4
Hispanic or Latino	78.3
Native Hawaiian or Pacific Islander	1.6
White	6.2
Two or More Races	0.8
Socioeconomically Disadvantaged	62
English Learners	11.6
Students with Disabilities	6.2
Foster Youth	0.8

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			
Pegasus High School	13-14	14-15	15-16
With Full Credential	6	6	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	948
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Pegasus High School	13-14	14-15	15-16
Teachers of English Learners	1	1	0
Total Teacher Misassignments	1	1	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

2014-15 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	100.0	0.0
Districtwide		
All Schools	94.3	5.7
High-Poverty Schools	93.2	6.9
Low-Poverty Schools	97.5	2.5

* 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 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	English 1 – "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Mathematics Vision Project, Secondary Math 1, 2012 Mathematics Vision Project, Secondary Math 2, 2012 Geometry – "Geometry" McDougal Littell 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Integrated Science 1 – "Spectrum Physical Approach/Science/Explorations" Holt 2001, 03, 04 Biology – "Biology: Principles and Explorations" Holt 1998 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe/McGraw Hill 2006 American Government – "Magruder's American Government" Prentice Hall 1997 Economics – "Holt Economics" Holt 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	Science labs are adequately equipped **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)

Overview

The District makes every effort to ensure 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 office and at the district office.

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team 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 or exterior painting, and floors systems.

Age of School Buildings
The main school campus has been in existence since 1976.

Modernization
With the move, Pegasus now enjoys the use of two Smartboards and has a science lab for the first time.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No items noted
Interior: Interior Surfaces	X			No items noted
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No items noted
Electrical: Electrical	X			No items noted
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No items noted
Safety: Fire Safety, Hazardous Materials	X			No items noted
Structural: Structural Damage, Roofs	X			No items noted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No items noted
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	19	59	44
Math	0	38	33

* 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**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science				52	54	50	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	54	54	100.0	37	43	19	0
Male	11	54	36	66.7	42	44	14	0
Female	11	54	18	33.3	28	39	28	0
Black or African American	11	54	2	3.7	--	--	--	--
Asian	11	54	4	7.4	--	--	--	--
Filipino	11	54	3	5.6	--	--	--	--
Hispanic or Latino	11	54	40	74.1	35	43	23	0
Native Hawaiian or Pacific Islander	11	54	2	3.7	--	--	--	--
White	11	54	3	5.6	--	--	--	--
Socioeconomically Disadvantaged	11	54	32	59.3	47	38	16	0
Students with Disabilities	11	54	1	1.9	--	--	--	--
Students Receiving Migrant Education Services	11	54	2	3.7	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	54	53	98.1	83	11	0	0
Male	11	54	36	66.7	83	8	0	0
Female	11	54	17	31.5	82	18	0	0
Black or African American	11	54	2	3.7	--	--	--	--
Asian	11	54	4	7.4	--	--	--	--
Filipino	11	54	2	3.7	--	--	--	--
Hispanic or Latino	11	54	40	74.1	80	13	0	0
Native Hawaiian or Pacific Islander	11	54	2	3.7	--	--	--	--
White	11	54	3	5.6	--	--	--	--
Socioeconomically Disadvantaged	11	54	32	59.3	84	6	0	0
Students with Disabilities	11	54	1	1.9	--	--	--	--
Students Receiving Migrant Education Services	11	54	2	3.7	--	--	--	--

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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
At the time of the initial enrollment (orientation), a parent is required to attend a conference with a Homeroom Teacher to discuss the expectations of all parties involved (parent, student and staff). The student's Personal Learning Plan is discussed with the student and parent to identify the specific needs that will have to be addressed in order for the student to reach his/her graduation goal. At the beginning of each semester, teachers hold a conference to again discuss the needs of the students using the PLP.

Back-to-School Night is held in October, after the end of the first grading period. Parents are given a copy of the student's grades and amount of credits earned. Parents are encouraged schedule the first parent/teacher conference at this time. The teachers frequently call home and have a close relationship with the student and family.

Parents are also encouraged to be members of the School Site Council.

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
Pegasus High School is located on the campus of Independence High School, therefore the entire discipline and safety team of Independence works in conjunction with Pegasus. The East Side Union High School District believes that providing a safe learning environment is critical to student success. The following actions have been taken to create safe schools:
• Creation of an Office of Safety to coordinate the district's multi-disciplinary team and supervise police on campus.
• Development of District and School Safety Plans containing emergency directories, action plans, responsibilities, duties and procedures for all emergencies.
• Enforcement of a closed campus. Students are not allowed to leave without permission.
• Development of Safe School Campus Initiative that includes members from the San Jose Police Department, Park/Recreation and Neighborhood Service, Probation, and all Associate Principals for Administration and the District's Office of Safety. This team is prepared to mobilize in the event of a critical incident or crisis. Placement of off-duty San Jose police officers on each campus during the school day for added protection.
• Posting of unacceptable behaviors and consequences in each school classrooms and in the student handbooks.
• Requirement of all staff and students to wear identification badges.
• Establishment of Healthy Start/Student Support Services on campuses to provide support services to students and their families.
• Implementation of Student Attendance Review Board (SARB) to deal with truant students.
• Implementation of earthquake, fire, and lock-down drills (Run-Hide-Defend) at each school.
• Development and implementation of a model critical response training program for all schools.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	3.80	3.45	0.00
Expulsions Rate	0.54	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	4.16	4.52	3.51
Expulsions Rate	0.14	0.12	0.04
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	No	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		15
Percent of Schools Currently in Program Improvement		75.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
English	21	16	21	6	9	4	2	1	4			
Math	11	9	10	8	9	8						
Science	12	12	21	8	8	3			1			
SS	18	14	13	7	10	10	1	2	2			

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	128

*   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.

Professional Development provided for Teachers

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. A professional development consultant was contracted to increase the technological proficiency of our teachers to use digital learning tools and software to create a more interactive classroom environment. Professional development around technology was also aligned to Common Core Standards. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the FitnessGram data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,378	$44,363
Mid-Range Teacher Salary	$78,040	$71,768
Highest Teacher Salary	$100,055	$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		$121,276
Average Principal Salary (HS)	$131,750	$133,673
Superintendent Salary	$239,583	$210,998
Percent of District Budget		
Teacher Salaries	38%	36%
Administrative Salaries	4%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,118	$203	$5,915	$76,441
District	♦	♦	$6,672	$80,860
State	♦	♦	$5,348	$74,908
Percent Difference: School Site/District			-11.3	0.0
Percent Difference: School Site/ State			26.1	5.8

* Cells with ♦ do not require data.

Types of Services Funded

Pegasus High School implemented three supplemental programs for its students. The first program is an after school tutoring program for students needing assistance to successfully pass the California High School Exit Exam. Tutoring classes are provided for both English Language Arts and Math by credentialed teachers in those subject areas. Our other programs are offered as Wednesday evening and Saturday morning intervention for students needing academic support as well as those needing to recover missed instructional minutes.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	21	32	39	32	29

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Pegasus High School	2012-13	2013-14	2014-15
English-Language Arts			
Mathematics			
East Side Union High School District	2012-13	2013-14	2014-15
English-Language Arts	56	50	50
Mathematics	63	56	56
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Pegasus High School	2011-12	2012-13	2013-14
Dropout Rate	14.80	13.50	12.00
Graduation Rate	80.11	81.95	82.86
East Side Union High School District	2011-12	2012-13	2013-14
Dropout Rate	14.80	13.50	12.00
Graduation Rate	80.11	81.95	82.86
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	71
% of pupils completing a CTE program and earning a high school diploma	52%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2014**		
	School	**District**	**State**
All Students	90.11	82.2	84.6
Black or African American	85.71	78.16	76
American Indian or Alaska Native	100	75	78.07
Asian	75	94.09	92.62
Filipino	80	89.46	96.49
Hispanic or Latino	91.18	73.24	81.28
Native Hawaiian/Pacific Islander	100	86.21	83.58
White	100	87.32	89.93
Two or More Races		71.64	82.8
Socioeconomically Disadvantaged	83.33	59.15	61.28
English Learners	76.92	58.78	50.76
Students with Disabilities	87.93	77.06	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 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		

*   Where there are student course enrollments.

Career Technical Education Programs

Pegasus High School does not have any CTE programs offered on campus, but the majority of our students attend CCOC.

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, the county, and the state. 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.