



Harbor High School

300 La Fonda Ave. • Santa Cruz, CA 95062-1431 • (831) 429-3810 • Grades 9-12

Richard Davis, Principal

rdavis@sccs.santacruz.k12.ca.us

2012-13 School Accountability Report Card Published During the 2013-14 School Year

Santa Cruz City Schools

405 Old San Jose Road

Soquel, CA 95073

(831) 429-3410

www.sccs.santacruz.k12.ca.us

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (831) 429-3810.

A Message from the Principal

Harbor High School offers a comprehensive academic program focused on caring relationships, high expectations and opportunities for all students to participate and contribute. Along with our core program, students are able to enroll in a large selection of Regional Occupational Program classes including photography, bicycle repair, graphic arts, computer graphics, video productions, medical occupations, sports medicine and administration of justice. Our activities program is thriving; it includes many athletic teams, our unique Escapades Dance Troupe, Mock Trial team, and an expansive theater program.

Overall, our standardized test scores are improved, but we are working to make them even better. In 2010-11 Harbor High was recognized as a California Distinguished School. This award highlighted our work with the community and our support for language learners. In 2013 Harbor was granted a six year accreditation by our visiting WASC team. The report was very positive about the progress that Harbor is making and highlighted our work in developing meaningful professional development around teacher collaboration.

We welcome parents to join the School Site Council (SSC), and Parent Booster Club, which do so much for our students.

Major Achievement

Harbor was proud to be named a California Distinguished School last year. Based on the increase in our test scores for all of our students.

Harbor students are involved in many activities, both on and off campus. Over 100 students participate annually in our fall and spring drama productions. An additional 30 or more students dance in our high school dance troupe, Escapades. Each May over 60 art students show their work at the Student Art Show and Sale. Our ROP classes prepare our students with workplace skills, and each year our Media/Digital Arts classes held a week-long exhibition of their work for the public and school. Our Advancement Via Individual Determination (AVID) program has grown to four levels and our numbers are growing. We currently have the largest AVID program in the county.

Approximately 500 students participate on over 40 different athletic teams, including a surf team and a mountain biking team. In the fall, Harbor sends its very competitive Mock Trial team to the countywide competition. A number of students serve on the Youth Court sponsored by the Santa Cruz Probation Department.

In the 2012-2013 school year, Harbor High School students were awarded over \$100,000 in various scholarships from community and memorial sources.

Focus for Improvement

Harbor continues to focus on performance in math and English language arts for all students. Harbor successfully met 80 percent of our Single Plan goals last year, showing improvement in literacy proficiency, math proficiency, and increasing the number of students from all subgroups taking and passing AP and honors classes. We will continue to push on these areas of growth as work to implement our Single Plan/Action Plan for 2014, building on the good work of staff and students. We are growing our Spanish for Spanish Speakers offerings, our AVID program and our AP offerings as identified in our Site Plan. Currently over 90 percent of our staff is using the new communication system, which allows parents and students to see assignments and grades through the Internet-based system.

Leadership

Mr. Dick Davis is enjoying his fifth year at the helm of the Pirate ship. Keith Hodges is in his third year as Assistant Principal for Student Services and Ms. Tracey Runeare is in her second year as Assistant Principal for Counseling.

Teachers and administrators take part in decision making via a number of committees, including the Site Council and the Santa Cruz Instructional Leaders/Facilitators team, made up of teachers and counselors from core departments. This leadership group continues to grow in its efficacy and its impact on the direction of the school. Teachers work collaboratively in departments developing common practices and curriculum as well as examining student work during their professional development. The parents on the Site Council and Parent Booster Club play key roles in shaping our students' academic and extracurricular experiences. The administrative team meets regularly to discuss direction and management issues.

Opportunities for Parental Involvement

Harbor is fortunate to have a very active Parent Booster Club and ELAC Parent groups that support the school and community. Boosters support all extracurricular programs. Parents contribute to our athletic, music, drama, and art programs through their fund-raising efforts, which include the annual May Golf Tournament, Hall of Achievement, Awards Night, and eScrip. The Parent Booster Club also supports/sponsors the spring Academic Awards Night, the staff-appreciation luncheon, and the Grad Night party for seniors in June. ELAC supports parents of language learners through a series of meetings focused on issues of importance, including college applications, teenage issues, parenting and school connection. This group hosts a Unity and Community Fiesta in the Spring each year featuring food, folklorico and jazz dance, taiko drummers and mariachi musicians. In addition, many of our parents participate in the School Site Council, and Parent Scholarship Committee.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 8	2
Gr. 9	316
Gr. 10	270
Gr. 11	217
Gr. 12	241
Total	1,046

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.7
Asian	3.3
Filipino	1.2
Hispanic or Latino	47.2
Native Hawaiian/Pacific Islander	0.4
White	43.3
Two or More Races	2.4
Socioeconomically Disadvantaged	45.3
English Learners	34.8
Students with Disabilities	12.8

Average Class Size and Class Size Distribution												
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	24.2	24.6	18	21	18	16	17	19	28	8	11	9
Math	25.8	27.1	26	12	2	8	18	28	24	4	2	5
Science	29.3	26	27	2	3	5	13	20	21	8	1	2
SS	31.2	31.1	28	1	1	2	11	9	19	9	10	5

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	10.2	6.9	5.0
Expulsions Rate	0.3	.67	0.0
Districtwide	10-11	11-12	12-13
Suspensions Rate	8.27	7.8	4.4
Expulsions Rate	0.38	.69	0.8

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Safety Plan is revised each year. The plan includes all procedures and standards for drills, first aid, and evacuations as well as mental-health guidelines and plans for coordination with the Santa Cruz Police Department. The School Safety Plan is included in the staff handbook and is reviewed each year. In 2012-13, the plan will be reviewed in the fall. Staff participates in online safety classes, where various modules for personal and site safety are tested. School behavior and dress policies are well publicized and strictly enforced.

Two campus security staff and the assistant principals are in charge of monitoring the campus. An SRO is also available by call and is on campus three or four days during the week at lunch. Administration and security staff are on campus at all breaks and lunch as well as before and after school. Visitors must check in at the main office for a parking permit and visitor badge prior to entering the campus. Visiting students from other schools and districts must have school and parent release forms signed prior to visiting Harbor. All teachers must be notified a minimum of three days prior to a student visit.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 10/01/2013

Due to the reduced size of our custodial staff, all areas of the school are cleaned regularly on a rotating basis. Landscaping is now handled through the district office with Harbor having one day a week for upkeep on the grounds. The Multi-Purpose room continues to be a benefit to the school and the community for larger meetings.

There are many student gathering areas, including a central quad with a spacious lawn for nice days. Overhangs and the multipurpose room provide shelter in bad weather. Over the last few years two large murals were added to the school; one on the side of the library facing the quad and the other on the side of the Gym facing the lower campus open area. There are plans for additional murals to enhance the space and build the community.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status

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]	[]	Portables 7 & 8 are cluttered and have debris on the floors.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[]	[]	Two classrooms do not have working telephones. Many light diffusers are missing. Several light bulbs are burned out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Girls locker room and Boys restroom are not being maintained.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	Fire extinguishers are not being inspected.
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary []	Good [X]	Fair []	Poor []

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	51	50	52
Without Full Credential	1	0	1
Teaching Outside Subject Area	0	0	1
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	273
Without Full Credential	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	1	1
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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Currently Harbor has professional development in the form of teacher collaboration (PLC's) every week on Mondays for one hour. We have a monthly staff meeting where issues around instruction and data about student achievement is discussed in open forums often led by the teacher leadership team. Our teacher leadership team (SCIL) develops our annual professional development plan which continues to focus on peer observations, teacher collaboration and data analysis to drive our instruction.

Harbor is involved in serious and ongoing professional development that focuses on teacher collaboration around student work. Below are the three key points of the current Professional Development Plan.

- 1) Peer Observation: Develop protocol for teacher observations that centers around structured student dialogue and checking for understanding strategies. One observation would be within small collaborative teams with pre-meeting to set up observation.
- 2) Collaboration: Course specific, grade level, learner subgroups, and/or content/skill areas teams work on assessments, curricular development, benchmarks, unit development, etc, in order to identify student needs and further student achievement. Teams will examine student work emanating from the team product which was created based on student need, assess student achievement, give feedback to students and adjust instruction, curriculum and assessment based on analysis of student work.
 - The four key questions of PLC's will inform the work
 - o What do students need to know?
 - o How will we know that they have learned it?
 - o What will we do when they don't show understanding to standard?
 - o What will we do when they already know it?
- 3) Student Achievement: Monitoring student growth over time in order to increase overall student achievement as measured by an increase of students fulfilling a-g requirements.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	94.6	5.4
Districtwide		
All Schools	80.6	19.4
High-Poverty Schools	73.8	26.2
Low-Poverty Schools	86.4	13.6

* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.3
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.44
Psychologist	.7
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	3.5
Other	2.5
Average Number of Students per Staff Member	
Academic Counselor	275

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,132	\$1,153	\$4,979	\$52,635
District	♦	♦	\$5,085	
State	♦	♦	\$5,537	
Percent Difference: School Site/District			-2.1	-10.7
Percent Difference: School Site/ State			-8.7	

- * **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
- * **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Harbor is a Title 1 Targeted Assistance School and as such receives money from the federal government to support students who qualify for Title 1 services. Currently we are funding ten classes, a release period for a reading specialist who works with staff one on one, and a bilingual counselor with this federal funding source. In addition, the district's program director, who handles state and federal special-purpose funds, works closely with our school to secure additional funding to give extra help for students.

We currently have our After School Learning Center open from 2:30 until 4:15 three days a week. This is supervised by a credentialed Math or science teacher (depending on the day). Other teachers work with students on a drop in basis. A grant has allowed us to serve Algebra students with one to one tutoring after school four days a week. This tutoring is connected to our Summer Algebra Bridge program.

The parent community has donated over \$20,000 over the last two years to help purchase classroom supplies and materials. Two parcel tax initiatives that fund a credentialed library media teacher and counselors were renewed during the 2011-12 school year.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 5, 2013

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Literature & Language Arts - Holt Adopted 2002</p> <p>Shining Star - Pearson Adopted 2007</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra 1 - CPM Adopted 2011</p> <p>Algebra 2 -CPM Adopted 2009</p> <p>Geometry - CPM Adopted 2011</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Biology - Houghton Mifflin Adopted 2007</p> <p>Chemistry - Pearson Prentice Hall Adopted 2007</p> <p>Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Magruder's American Government - Pearson Prentice Hall Adopted 2006</p> <p>Economics: Principles in Action - Pearson Prentice Hall Adopted 2006</p> <p>The Americans: Reconstruction to the 21st C. - Houghton Mifflin Adopted 2006</p> <p>World History: The Modern World - Pearson Prentice Hall Adopted 2006</p>

Note: 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	54	53	54	58	59	59	54	56	55
Math	40	41	33	42	44	39	49	50	50
Science	55	47	58	56	63	64	57	60	59
H-SS	55	46	45	51	49	50	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	59	39	64	50
All Student at the School	54	33	58	45
Male	49	34	61	46
Female	59	32	54	45
Black or African American				
American Indian or Alaska Native				
Asian	58	58		64
Filipino				
Hispanic or Latino	34	19	40	29
Native Hawaiian/Pacific Islander				
White	75	47	77	64
Two or More Races	83	44		46
Socioeconomically Disadvantaged	34	22	43	29
English Learners		9	6	5
Students with Disabilities	10	11	18	6
Students Receiving Migrant Education Services	33	16		14

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.7	23.0	37.0

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-2	-20	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	-17	-15
Native Hawaiian/Pacific Islander			
White	-5	-19	7
Two or More Races			
Socioeconomically Disadvantaged	23	-14	-30
English Learners	10	-18	-38
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

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

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	8	7	6
Similar Schools	5	6	4

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		40.0

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	741	3,449	4,655,989
	API-G	763	780	790
Black or African American	Students	8	55	296,463
	API-G		725	708
American Indian or Alaska Native	Students	7	24	30,394
	API-G		795	743
Asian	Students	23	81	406,527
	API-G	877	886	906
Filipino	Students	10	25	121,054
	API-G		798	867
Hispanic or Latino	Students	361	1,297	2,438,951
	API-G	688	695	744
Native Hawaiian/Pacific Islander	Students	3	10	25,351
	API-G			774
White	Students	309	1,799	1,200,127
	API-G	836	834	853
Two or More Races	Students	20	157	125,025
	API-G	794	795	824
Socioeconomically Disadvantaged	Students	360	1,328	2,774,640
	API-G	694	700	743
English Learners	Students	265	769	1,482,316
	API-G	656	653	721
Students with Disabilities	Students	100	450	527,476
	API-G	505	564	615

Adequate Yearly Progress

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

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

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	No
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	234	816	418,598
Black or African American	2	18	28,078
American Indian or Alaska Native		6	3,123
Asian	8	23	41,700
Filipino	1	3	12,745
Hispanic or Latino	93	245	193,516
Native Hawaiian/Pacific Islander		1	2,585
White	126	509	127,801
Two or More Races	4	11	6,790
Socioeconomically Disadvantaged	15	57	31,683
English Learners	59	127	93,297
Students with Disabilities	98	252	217,915

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)	2.50	1.80	1.20
Graduation Rate	97.47	94.93	96.27
Districtwide			
Dropout Rate (1-year)	3.30	2.90	3.50
Graduation Rate	95.53	90.15	90.64
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
Schoolwide			
English-Language Arts	63	57	58
Mathematics	67	61	64
Districtwide			
English-Language Arts	66	63	64
Mathematics	67	63	65
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	4	---
Mathematics	4	---
Science	4	---
Social Science	2	---
All courses	16	6.2

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	36	20	44	35	39	26
All Students at the School	42	17	41	36	39	25
Male	46	18	36	36	34	29
Female	38	16	47	35	45	20
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	65	14	22	48	41	11
Native Hawaiian/Pacific Islander						
White	18	22	60	23	40	38
Two or More Races						
Socioeconomically Disadvantaged	65	15	19	50	40	10
English Learners	97		3	84	16	
Students with Disabilities	80	8	12	71	24	4
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	572
Percent of pupils completing a CTE program and earning a high school diploma	66
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	33

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	70.1
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	44.9

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.