



# Harbor High School

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

Richard Davis, Principal

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## 2011-12 School Accountability Report Card Published During the 2012-13 School Year

### Santa Cruz City Schools

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### District Governing Board

Ken Wagman

Deborah Tracy-Proulx

John T. Collins II

Steve Trujillo

Sheila Coonerty

Cynthia Hawthorne

Patricia Threet

### District Administration

Gary S. Bloom

**Superintendent**

Alvaro Meza

**Assistant Superintendent**

**Business Services**

Kris Munro

**Assistant Superintendent**

**Educational Services**

Karen Hendricks

**Assistant Superintendent**

**Human Resources**

### 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 2011-12 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/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (831) 429-3810.

### School Description

#### 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.

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 three levels and our numbers are growing.

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 2011–2012 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 we shape our Single Plan for 2013, 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 80 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 replaced the retiring principal for the 2008–2009 school year. Mr. Davis has over 20 years of experience as a teacher and administrator, including seven years working with student teachers in a university teacher education program.

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. 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. 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. 9	280
Gr. 10	255
Gr. 11	250
Gr. 12	244
<b>Total</b>	<b>1,029</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.8
Asian	3.1
Filipino	1.4
Hispanic or Latino	45.2
Native Hawaiian/Pacific Islander	0.3
White	45.8
Two or More Races	2.1
Socioeconomically Disadvantaged	49.8
English Learners	37.4
Students with Disabilities	7

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Other			19.4			56			23			3
English	23.3	24.2	23.3	16	21	18	21	17	19	2	8	11
Math	23.4	25.8	27.1	15	12	2	16	18	28	3	4	2
Science	26.4	29.3	26	4	2	3	22	13	20	0	8	1
SS	27.8	31.2	31.1	2	1	1	32	11	9	0	9	10

\* 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			
School	09-10	10-11	11-12
Suspensions Rate	5.25	10.2	6.9
Expulsions Rate	0.19	0.3	.67
District	09-10	10-11	11-12
Suspensions Rate	3.74	1.86	7.8
Expulsions Rate	0.59	0.38	.69

\* 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 2011-12, 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. 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 2012-13)

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:** 11/08/2012

Harbor has completed all stages of a \$24 million bond renovation except for the stadium. The 1,000-seat stadium located on the hillside above the field was completed during the 2008–2009 school year.

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. Last year a large mural was added to the side of the library facing the quad. There are plans for additional murals to enhance the space and build the community.

### School Facility Good Repair Status (School Year 2012-13)

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
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	Side door to weight room is deteriorating
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[ ]	[X]	[ ]	One classroom does not have a working telephone.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[ ]	[X]	[ ]	Fire extinguishers are not being inspected.
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	50	51	50
Without Full Credential	0	1	0
Teaching Outside Subject Area		0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	363
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	2	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.

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/](http://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%
Districtwide		
All Schools	89%	11%
High-Poverty Schools	86.04	13.96
Low-Poverty Schools	81.69	18.31

\* 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	3.5
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.44
Psychologist	.7
Social Worker	0
Nurse	.2
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 2010-11)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,132	\$1,153	\$4,979	\$52,635
District	♦	♦	\$5,085	58,930
State	♦	♦	\$5,455	
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/](http://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/](http://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](http://www.ed-data.org).

### Types of Services Funded (Fiscal Year 2011-12)

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 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.

The parent community has donated over \$20,000 over the last two years to help purchase classroom supplies and materials. Boosters have also funded our Leadership class. 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 2010-11)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	40,501	
Mid-Range Teacher Salary	56,337	
Highest Teacher Salary	75,569	
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)	92,330	
Superintendent Salary	155,000	
Percent of District Budget		
Teacher Salaries	34%	%
Administrative Salaries	3%	%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)**

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:** November 8, 2011

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><b>Reading/Language Arts</b></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 &amp; Language Arts - Holt Adopted 2002</p> <p>Shining Star - Pearson Adopted 2007</p>
<p><b>Mathematics</b></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 - Houghton Mifflin Adopted 2008</p> <p>Algebra 2 - Houghton Mifflin Adopted 2008</p> <p>Geometry - Houghton Mifflin Adopted 2008</p> <p>Introduction to Algebra - UCLA Mathematics Department Adopted 2008</p>
<p><b>Science</b></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 &amp; Johnson - 7th Ed.) - Wiley &amp; Sons / People's Publishing Adopted 2007</p>
<p><b>History-Social Science</b></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](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	57	54	53	58	58	59	52	54	56
Math	37	40	41	42	42	43	48	50	51
Science	56	55	47	57	56	63	54	57	60
H-SS	50	55	46	47	51	49	44	48	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.

#### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 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	43	63	49
All Student at the School	53	41	47	46
Male	48	42	45	51
Female	58	39	49	39
Black or African American	36			
American Indian or Alaska Native				
Asian	65	72		59
Filipino	46	77		
Hispanic or Latino	31	30	30	30
Native Hawaiian/Pacific Islander				
White	76	48	63	61
Two or More Races	71	56		75
Socioeconomically Disadvantaged	35	33	34	32
English Learners	5	26	3	8
Students with Disabilities	22	12		11
Students Receiving Migrant Education Services	28	16		20

#### 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/](http://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	20.9	22.7	38.5

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](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., 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/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	5	-2	-20
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	31	7	-17
Native Hawaiian/Pacific Islander			
White	12	-5	-18
Two or More Races			
Socioeconomically Disadvantaged	24	23	-14
English Learners	41	10	-18
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	2009	2010	2011
Statewide	8	8	7
Similar Schools	6	5	6

### Federal Intervention Program (School Year 2012-13)

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](http://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 1	
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		30

### API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	719	3,445	4,664,264
	API-G	767	783	788
Black or African American	Students	11	63	313,201
	API-G	698	707	710
American Indian or Alaska Native	Students	6	25	31,606
	API-G		743	742
Asian	Students	24	92	404,670
	API-G	881	868	905
Filipino	Students	13	27	124,824
	API-G	833	813	869
Hispanic or Latino	Students	334	1,251	2,425,230
	API-G	697	696	740
Native Hawaiian/Pacific Islander	Students	3	16	26,563
	API-G		757	775
White	Students	308	1,832	1,221,860
	API-G	829	837	853
Two or More Races	Students	20	139	88,428
	API-G	846	822	849
Socioeconomically Disadvantaged	Students	348	1,254	2,779,680
	API-G	718	691	737
English Learners	Students	259	772	1,530,297
	API-G	688	655	716
Students with Disabilities	Students	66	367	530,935
	API-G	539	573	607

### 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/](http://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	Yes	Yes
Met Graduation Rate (if applicable)	Yes	No



## 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/](http://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](http://www.calstate.edu/admission/admission.shtml). (Outside source)

### Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2012		
	School	District	State
All Students	91%	29	---
Black or African American	100	.8	---
American Indian or Alaska Native			---
Asian	87		---
Filipino	100		---
Hispanic or Latino	99		---
Native Hawaiian/Pacific Islander			---
White	94		---
Two or More Races	50		---
Socioeconomically Disadvantaged	83%		---
English Learners	80%	80%	---
Students with Disabilities	0		---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	0.6	2.5	1.4
Graduation Rate	97.64	97.47	94.95
District			
Dropout Rate (1-year)	1.2	3.3	3.3
Graduation Rate	94.50	95.53	89.86
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

\* 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/](http://cahsee.cde.ca.gov/).

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2009-10	2010-11	2011-12
English-Language Arts	68	63	58
Mathematics	65	67	61
District			
English-Language Arts	70	66	63
Mathematics	66	67	63
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	4	---
Fine and Performing Arts	1	---
Foreign Language	1	---
Mathematics	2	---
Science	3	---
Social Science	3	---
All courses	14	6.4

\* 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	37	23	40	37	41	22
All Students at the School	43	17	40	39	40	21
Male	50	17	33	43	34	23
Female	34	17	50	35	47	18
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	66	14	20	50	41	9
Native Hawaiian/Pacific Islander						
White	17	23	60	27	42	31
Two or More Races						
Socioeconomically Disadvantaged	60	16	25	47	40	13
English Learners	95	3	3	81	16	3
Students with Disabilities	88	6	6	74	26	0
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	470
Percent of pupils completing a CTE program and earning a high school diploma	100
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
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	64.3
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	38.2

**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.