



Santa Cruz High School

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Karen Edmonds, 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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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/. For additional information about this school, please contact the school administration at (831) 429-3960 Ext. 201.

School Description

A Message from the Principal

Santa Cruz High School (SCHS), the oldest high school in Santa Cruz, is a comprehensive public school with a student population of approximately 1,100 in grades nine through twelve. It is noted for its very rich tradition of academic excellence and diverse student body. Students from various racial, cultural, and socioeconomic backgrounds and lifestyles join together to enrich their personal and academic experiences in an unusually compatible atmosphere.

Members of our graduating class of 2012 were accepted at 100 four-year colleges and universities across the United States, including Brown, Stanford, the University of California at Berkeley and UCLA, and several other private universities. We proudly claim that seniors received scholarships and awards totaling close to \$300,000. We offer Advanced Placement (AP) and honors courses in the content areas including, science, math, English, World Languages, social science and fine arts. We also offer a variety of elective courses, including ceramics, drawing, painting, photography, world languages, video production, woodshop, music, auto, and the Advancement Via Individual Determination (AVID) program, which supports students, first in their families, to attend college. Student athletes compete on nine different teams. A variety of extracurricular clubs and programs enrich students' lives.

Santa Cruz HS recognized as a California Distinguished School in 2011, has a proven record of improving student achievement and has a strong commitment to assisting students achieve their academic goals. Through mapping four-year academic plans in the ninth grade, students and their parents are able to revise the plan if needed on an annual basis in order to reach the student's goal. t

Major Achievements

In the class of 2012, 62% of students were eligible for admittance into University of California (UC), California State University (CSU), and private colleges. Ultimately, 14% of our graduates attended a UC or private university, 13% attended a CSU or out of state public university, and 35% attended community colleges.

Our average SAT scores were 555 for the verbal, 573 for the math section, and 559 for the writing section.

Of the 191 students who took AP tests in 2012, 90% scored 3+ (Qualifying), 73% scored 4 or 5, and 45% scored 5.

In the graduating class, comprised of 255 students, one student received the National Merit Scholarship, while 12 students earned recognition as "Commended Students."

Focus for Improvement

Closing the achievement gap is an overarching goal at SCHS for under-represented students, particularly Hispanic/Latino students, in all schoolwide academic measurements. Additionally, we strive to increase the number of special needs students who successfully meet the writing standards and the requirements for the Life Experience Assessment Program (LEAP) portfolio. In alignment with our district's goal that "All SCCS students will be college-ready and will successfully access post secondary educational and career opportunities", SCHS offers a wide variety of classes in our academic program. We continue to expand our Career Technical Education program with Santa Cruz County schools and Cabrillo College, and we offer several Regional Occupational Program (ROP) classes on site.

Another objective is to increase the number of low-performing students who successfully meet state math standards and pass algebra, especially English Learners and students in the Resource Specialist Program.

Leadership

Karen Edmonds has been principal for eight years. She has more than 30 years of experience as an educator. Her first administrative position was as assistant principal at Mission Hill (then) Junior High School in 1999. She remained there for three years before returning to SCHS as assistant principal.

Teachers and administrators take part in decision making at this school. The principal meets monthly with department chairs and with the faculty to address school concerns. The entire faculty participates in the site-based professional development series. The School Site Council, which includes parents, students, faculty and classified staff, and an administrator, makes decisions about school policies, curriculum, and budget. Other decision-making organizations include sports and band boosters, English Learners Advisory Committee (ELAC), and the Associated Student Body (ASB). The Santa Cruz High School PTA has supported the school with fundraising effort amounting to more than \$50,000 in recent years. Through the generosity of the PTA, SCHS students and staff have benefitted from the installation of a new computer lab and other technology throughout the school.

Opportunities for Parental Involvement

Santa Cruz High School parents can join our School Site Council (SSC), English Learners Advisory Committee (ELAC), Parents of African American Students (PAAS), Cardinal Club, SCHS Band Boosters, and PTA. Parent organizations participate in schoolwide campus beautification days and various other events. The PTA also works with us to fund-raise, plan fund-raising activities, and to sponsor our monthly school e-news. We ask all parents to attend fall and spring Open Houses. As a result of PTA fundraising efforts, the SCHS staff and students benefitted from the installation of a new computer lab in the Santa Cruz HS library, and from other technology equipment and support. The contact person for parent involvement is Kathleen Marchisio, the principal's secretary, who can be reached at (831) 429-3960, ext. 200.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	324
Gr. 10	282
Gr. 11	291
Gr. 12	250
Total	1,147

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.6
Asian	3.1
Filipino	0.5
Hispanic or Latino	24.1
Native Hawaiian/Pacific Islander	0.5
White	65.8
Two or More Races	2.7
Socioeconomically Disadvantaged	24.2
English Learners	14.6
Students with Disabilities	7.5

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	22	26.6	26.7	23	7	4	27	6	9	2	7	5
Math	23	27.5	27.8	22	4	2	28	11	14	1	5	4
Science	23	27.9	29.3	11	2	2	18	10	12	2	3	2
SS	30	32.5	28.6	4	0	2	18	4	7	18	8	3

* 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	8.85	4.06	4.26
Expulsions Rate	0.44	0.18	.08
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.

Two campus supervisors monitor school grounds before and after school and throughout the school day. A Santa Cruz Police Department School Resource Officer visits the campus daily. Visitors to the campus must register in the main office. Santa Cruz High School is an open campus, and students are allowed to leave the site at lunch and at breaks.

We hold regular fire drills and have earthquake, disaster and lockdown (Intruder on Site) drills at least twice a year. Our Safety Plan includes exit routes, procedures for emergencies, and inventories of emergency supplies. We review and revise it annually. During School Year 2011-12, the School Safety Plan was reviewed by the SCCS Director of Student Services and updated and discussed with the faculty during May, 2012. It was approved by the SCHS Site Council at its May 16, 2012 meeting.

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: 11/01/2012

Santa Cruz High School is the oldest comprehensive high school in the district. The façade of the school's main building reflects the era (1895) in which it was built. The campus incorporates various structures, including the gymnasium, pool, shop, music, science, home economics, and math buildings, and the cafeteria and library. The Trident Building, which holds two computer labs, the physics lab, and a ceramics studio, is our second-oldest structure. Students as far back as the Class of 1945 recall journalism classes in the Trident Building.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	

School Facility Good Repair Status

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Electrical: Electrical	[]	[]	[X]	[]	Several classrooms do not have telephones or have phones that do not work. Extension cord tripping hazard in room 63.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[]	[X]	Fire extinguishers are not being inspected. Ceiling tiles in Team Room loose, missing, and/or cracked. Several tall cabinets not secured. Several cabinets have items stacked on top. Nonapproved fire extinguisher in rooms 53 and 54.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	53	53	54
Without Full Credential	0	0	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	0	0
Total Teacher Misassignments	0	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.

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.

Teachers participate in monthly, site-based Professional Development at SCHS. The primary focus for our work is around student achievement, with special emphasis on strategies to increase student engagement. Teachers meet in PLCs with the expected outcomes of developing common assessment, reviewing and analyzing the results, and developing strategies for improving student achievement. Teachers are expected to peer observe at least twice during the school year, and will be provided with time in faculty meetings to debrief the observations.

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	95%	5%
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	2.83
Social/Behavioral or Career Development Counselor	.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.44
Psychologist	.8
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist	3.4
Other	1.4
Average Number of Students per Staff Member	
Academic Counselor	410

* 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.

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.

The district's special projects director administers state and federal funding. The Santa Cruz High School Single Plan for Student Achievement is updated each year to ensure that instruction is focused on student needs as shown by their test scores.

The SCHS School Site Council:

- Develops and approves the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommends the plan and expenditures to the governing board for approval.
- Provides ongoing review of the implementation of the plan with the principal, teachers and other school staff members.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,781	\$866	\$4,915	\$54,093
District	♦	♦	\$5,085	58,930
State	♦	♦	\$5,455	
Percent Difference: School Site/District			-3.3	-8.2
Percent Difference: School Site/ State			-9.9	

* **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.

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/.

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>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 - Houghton Mifflin Adopted 2008</p> <p>Algebra 2 - Houghton Mifflin Adopted 2008</p> <p>Geometry - Houghton Mifflin Adopted 2008</p> <p>Algebra Readiness - Houghton Mifflin Adopted 2008</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>AP Environmental Science - Wiley & Sons / People's Publishing Adopted 2011</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		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	64	62	62	58	58	59	52	54	56
Math	41	36	39	42	42	43	48	50	51
Science	58	56	62	57	56	63	54	57	60
H-SS	50	51	53	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	62	39	62	53
Male	53	40	60	54
Female	70	39	64	52
Black or African American	50	14		25
American Indian or Alaska Native				
Asian	96	60		73
Filipino				
Hispanic or Latino	39	28	39	27
Native Hawaiian/Pacific Islander				
White	68	43	69	60
Two or More Races	69	32		71
Socioeconomically Disadvantaged	38	30	24	25
English Learners	11	17		7
Students with Disabilities	24	32		23
Students Receiving Migrant Education Services	25	20		18

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	17.2	25.6	45.1

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		
	09-10	10-11	11-12
All Students at the School	33	-6	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	73	-44	4
Native Hawaiian/Pacific Islander			
White	15	4	-4
Two or More Races			
Socioeconomically Disadvantaged	55	-8	-38
English Learners		-64	
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	7	8	7
Similar Schools	1	1	1

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.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
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	784	3,445	4,664,264
	API-G	787	783	788
Black or African American	Students	17	63	313,201
	API-G	749	707	710
American Indian or Alaska Native	Students	6	25	31,606
	API-G		743	742
Asian	Students	28	92	404,670
	API-G	893	868	905
Filipino	Students	2	27	124,824
	API-G		813	869
Hispanic or Latino	Students	187	1,251	2,425,230
	API-G	683	696	740
Native Hawaiian/Pacific Islander	Students	5	16	26,563
	API-G		757	775
White	Students	510	1,832	1,221,860
	API-G	819	837	853
Two or More Races	Students	29	139	88,428
	API-G	799	822	849
Socioeconomically Disadvantaged	Students	186	1,254	2,779,680
	API-G	637	691	737
English Learners	Students	95	772	1,530,297
	API-G	589	655	716
Students with Disabilities	Students	72	367	530,935
	API-G	527	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/.

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/. (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 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	92%	30	---
Black or African American	90	4.7	---
American Indian or Alaska Native			---
Asian	100		---
Filipino	100		---
Hispanic or Latino	91		---
Native Hawaiian/Pacific Islander			---
White	92		---
Two or More Races	100		---
Socioeconomically Disadvantaged	80%		---
English Learners	40%	40%	---
Students with Disabilities	0		---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	0.7	0.8	2.1
Graduation Rate	96.80	97.90	95.77
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/.

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	75	74	71
Mathematics	76	82	75
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	3	---
Fine and Performing Arts	2	---
Foreign Language	1	---
Mathematics	4	---
Science	2	---
Social Science	3	---
All courses	15	11.5

* 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	29	25	46	25	48	27
Male	37	28	36	24	50	25
Female	22	22	56	26	46	29
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	56	20	24	42	54	3
Native Hawaiian/Pacific Islander						
White	20	27	53	20	48	32
Two or More Races						
Socioeconomically Disadvantaged	60	20	20	42	56	2
English Learners						
Students with Disabilities	76	12	12	72	24	4
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	432
Percent of pupils completing a CTE program and earning a high school diploma	0
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	73
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	61.7

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.