

Executive Summary School Accountability Report Card, 2009–10

For Independence High School

Address: 525 Independence Dr. , Sutter Creek CA 95685
Principal: Tom Littlefair

Phone: 209-257-5100
Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About this School

Independence is located in the Sierra foothills, an hour from Sacramento. Students attend our school when they lack credits, wish to graduate early, or become disenchanted with traditional public school. A student must be sixteen years of age to attend Independence High School. We try to provide seamless transitions through programs designed to support the success of students through:

- The Achievement of high (State, District, and personal) standards
- All stakeholders take pride in teaching and student learning and want the student to be in school.
- Students and the community eagerly interact for mutual benefit.
- Students have access to a variety of flexible programs to meet their changing needs.

Student Enrollment

| Group | Enrollment |
|----------------------------------|-------------------|
| Number of students | #62 |
| Black or African American | % |
| American Indian or Alaska Native | 4.8% |
| Asian | % |
| Filipino | % |
| Hispanic or Latino | 16% |
| Native Hawaiian/Pacific Islander | % |
| White (not of Hispanic origin) | 76% |
| Two or More Races | 3.2% |
| Socioeconomically Disadvantaged | 61% |
| English Learners | 3.2% |
| Students with Disabilities | 8% |

Teachers

| Indicator | Teachers |
|--|-----------------|
| Teachers with full credential | #5 |
| Teachers without full credential | # |
| Teachers Teaching Outside Subject Area of Competence | # |
| Misassignments of Teachers of English Learners | # |
| Total Teacher Misassignments | # |

Student Performance

| Subject | Students Proficient and Above on STAR ¹ Program Results |
|------------------------|--|
| English-Language Arts | 26% |
| Mathematics | 8% |
| Science | 25% |
| History-Social Science | 22% |

Academic Progress²

| Indicator | Result |
|---|---------------|
| 2010 Growth API Score (from 2010 Growth API Report) | #528 |
| Statewide Rank (from 2009 Base API Report) | NA |
| Met All 2010 AYP Requirements | Yes |
| Number of AYP Criteria Met Out of the Total Number of Criteria Possible | Met # 4 of #4 |
| 2010–11 Program Improvement Status (PI Year) | # |

School Facilities

Summary of Most Recent Site Inspection

Our school received a rating of exemplary on the most recent site inspection using the State of California Facility Inspection Tool. This indicates an overall rating of 98.13%. An exemplary rating indicates that a school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated and may result from minor wear and tear and are in the process of being mitigated.

Repairs Needed

The district Maintenance and Operations Department continuously utilizes its resources to keep up with vandalism and all repairs to ensure the health and safety of our students.

Corrective Actions Taken or Planned

School buildings and classrooms are cleaned and maintained on a regular basis by the school's custodians and the district maintenance department. The custodians and Principal walk through the restrooms during the day to make certain that they are sanitary and in proper working condition. The Principal walks the site daily to look for hazards and, if found, they are addressed immediately.

Curriculum and Instructional Materials

| Core Curriculum Area | Pupils Who Lack Textbooks and Instructional Materials |
|--|---|
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Foreign Language | 0% |
| Health | 0% |
| Visual and Performing Arts | 0% |
| Science Laboratory Equipment (grades 9-12) | 0% |

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Completion

| Indicator | Result |
|---------------------------------|---------------|
| Graduation Rate (if applicable) | 28.2% |

Postsecondary Preparation

| Measure | Percent |
|--|----------------|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma | 0% |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | 0% |

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

| School | | District | |
|------------------|--|----------------|--|
| School Name | Independence High (Continuation) | District Name | Amador County Unified |
| Street | 525 Independence Dr. | Phone Number | 209-223-1750 |
| City, State, Zip | Sutter Creek , CA 95685 | Web Site | www.amadorcoe.org |
| Phone Number | 209-257-5100 | Superintendent | Dick Glock |
| Principal | Tom Littlefaire | E-mail Address | dglock@amadorcoe.k12.ca.us |
| E-mail Address | tlittlefaire@amadorcoe.k12.ca.us | CDS Code | 03- 73981- 0330019 |

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

The mission of Independence High School is to provide each student with new opportunities and alternative ways to fulfill his or her unique potential. We strive to promote student success in a positive alternative environment that acknowledges and nurtures unique learning styles. The staff seeks to provide educational, social, and career development services to students based on state, district, and school site goals. We also endeavor to create a positive climate with an emphasis on enhancing academic achievement, self-esteem, physical well-being, personal goal setting, and interpersonal skills emphasizing respect for self and others.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Independence High is always looking for parents and community members to volunteer at our site. Because of the limited number of students, it is difficult to get parents involved in areas where they are needed. We have been somewhat successful in recruiting parent and community volunteers for our School Site Council (SSC). There are parent volunteer sign-up forms in the office during Back to School Night and Open House. We also ask for SSC volunteers in our mailings to parents at the beginning of each school year and in our mailings home in the spring for the following school year.

We had an incredible response from members of our community when we invited them to participate in our Career Weeks at school. These events have been very positive for our students and have helped them to make informed decisions about their futures.

In the spring we hold our Open House during the day and serve lunch. This event has been very successful. Students and their parents participate, and a huge proportion of our community visits. They tour our school, have lunch, talk to the teachers, and socialize with others attending the event.

In the fall we have Parent Awareness/Back to School Night. We invite parents to come to the school and learn about what their children will be doing over the course of the school year. On this occasion, we ask parents to help with field trips, district parent committees, and other activities that need parent involvement.

To volunteer at our school, contact the principal (209) 257-5100.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten | | Grade 8 | |
| Grade 1 | | Ungraded Elementary | |
| Grade 2 | | Grade 9 | 2 |
| Grade 3 | | Grade 10 | 7 |
| Grade 4 | | Grade 11 | 24 |
| Grade 5 | | Grade 12 | 29 |
| Grade 6 | | Ungraded Secondary | |
| Grade 7 | | Total Enrollment | 62 |

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | | White | 76% |
| American Indian or Alaska Native | 4.8% | Two or More Races | 3.2% |
| Asian | | Socioeconomically Disadvantaged | 61% |
| Filipino | | English Learners | 3.2% |
| Hispanic or Latino | 16% | Students with Disabilities | 8% |
| Native Hawaiian/Pacific Islander | | | |

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject | 2007-08 | | | | 2008-09 | | | | 2009-10 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 7.3 | 12 | 1 | | 9 | 7 | | | | | | |
| Mathematics | 5.8 | 4 | | | 9.5 | 4 | | | | | | |
| Science | 4.8 | 5 | | | 7.7 | 3 | | | | | | |
| Social Science | 5.7 | 18 | | | 6.5 | 8 | | | | | | |

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Each September the staff reviews our School Safety Plan. It includes emergency numbers, a disaster preparedness plan, and instructions for evacuating the building. We have posted a map next to each door in every classroom that shows designated areas for evacuation.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspensions | 81.4 | 17.6 | | 11.4 | 31.1 | |
| Expulsions | 3.4 | 3.4 | | 0.3 | 0.5 | |

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

School buildings and classrooms are cleaned and maintained on a regular basis by the school's custodians and the district maintenance department. The custodians and Principal walk through the restrooms during the day to assure that they are sanitary and in proper working condition. The Principal walks the site daily to look for hazards and, if found, they are addressed immediately.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|-------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | n/a | X | | | |
| Interior: Interior Surfaces | n/a | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | n/a | X | | | |
| Electrical: Electrical | n/a | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | n/a | X | | | |
| Safety: Fire Safety, Hazardous Materials | n/a | X | | | |
| Structural: Structural Damage, Roofs | n/a | X | | | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | n/a | X | | | |
| Overall Rating | | 98.13 | | | n/a |

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2007–08 | 2008–09 | 2009–10 | 2009–10 |
| With Full Credential | 4 | 4 | 4.16 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | n/a |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

| Indicator | 2008–09 | 2009–10 | 2010–11 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100% | 0 |
| All Schools in District | 100% | 0 |
| High-Poverty Schools in District | 100% | 0 |
| Low-Poverty Schools in District | 100% | 0 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | |
| Counselor (Social/Behavioral or Career Development) | 0 | n/a |
| Library Media Teacher (librarian) | 0 | n/a |
| Library Media Services Staff (paraprofessional) | .5 | n/a |
| Psychologist | .16 | n/a |
| Social Worker | 0 | n/a |
| Nurse | .16 | n/a |
| Speech/Language/Hearing Specialist | As needed by IEP | n/a |
| Resource Specialist (non-teaching) | As needed by IEP | n/a |
| Other | n/a | n/a |

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
|-----------------------|---|--|
| Reading/Language Arts | Language of Literature 2002 – 9th grade: McDougal Littell Language of Literature 2002 – 10th grade: McDougal Littell Language of Literature 2002 – American Literature – McDougal Littell Language of 2002 – British Literature- McDougal Littell All students have textbooks and instructional materials | 0 |
| Mathematics | Algebra 1 – Prentice Hall CPM Algebra Geometry – Prentice Hall CPM Geometry Algebra II - Prentice Hall CPM Algebra II Pre-Calc/Trig – Houghton Mifflin | 0 |

| | | |
|--|--|----------|
| | CPM Analysis Calculus – Houghton Mifflin Calculus/ Single Variable AP Calculus Houghton Mifflin Calculus/ Single Variable All students have textbooks and instructional materials | |
| Science | Biology & Ag Biology – Glencoe: Science Biology California Ed. Physics – Glencoe: Science Physics Principles & Problems Chemistry – Science Chemistry Matter & Change Life Science – Holt: Biology California Edition AP Biology – Pearson: AP Edition Biology Anatomy & Physiology: Mosby: Anthony's Textbook of Anatomy & Physiology All students have textbooks and instructional materials | 0 |
| History-Social Science | Glencoe: World Geography 2005 Prentice Hall: World History: The Modern World 2007 AP EURO: Western Civilization AP U.S.: The American Pageant Government: McGraw Hill: Government: Democracy in Action AP Government: Glencoe/McGraw Hill Government in America Economics: New Ways of Thinking All students have textbooks and instructional materials | 0 |
| Foreign Language | Holt, Rinehart and Winston: Allez, Viens McDougal, Littell: En Espanol! All students have textbooks and instructional materials | 0 |
| Health | West Educational Publishing: Health Making Life Choices All students have textbooks and instructional materials | 0 |
| Visual and Performing Arts | Prentice Hall – Art History Meriwether Publishing – Everything About Theatre All students have textbooks and instructional materials | 0 |
| Science Laboratory Equipment (grades 9-12) | All students have textbooks and instructional materials | Adequate |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil

Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$6170 | \$451 | \$4,291 | \$59,200 |
| District | \$6170 | \$451 | \$5,917 | \$60,590 |
| Percent Difference – School Site and District | 0 | 0 | 12% | 3% |
| State | N/A | N/A | \$5,512 | \$60,994 |
| Percent Difference – School Site and State | N/A | N/A | 12% | 3% |

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Due to the current California fiscal crisis and the categorical sweep of 2009 – we have no extra programs funded from State and or Federal Categorical programs.

The state of California is the primary source of funding for the Amador County Unified Schools. The district receives general funds for basic operation based on average daily attendance figures. All student absences, regardless of the reason, result in lost funding to the district and, therefore, to the individual school site. Excessive absences can seriously affect school site budgets. General fund expenditure include salaries, benefits, books, supplies, equipment purchases, maintenance and repair of facilities and equipment, transportation costs, and utilities. The principal and school staff decides on how best to use a portion of the general fund money for site-specific purposes. State and federal programs sometimes designate certain funds for specific purposes.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,832 | \$38,941 |
| Mid-Range Teacher Salary | \$57,405 | \$59,686 |
| Highest Teacher Salary | \$75,618 | \$77,828 |
| Average Principal Salary (Elementary) | \$81,394 | \$94,258 |
| Average Principal Salary (Middle) | \$83,853 | \$98,271 |
| Average Principal Salary (High) | \$91,587 | \$104,869 |
| Superintendent Salary | \$133,000 | \$142,247 |
| Percent of Budget for Teacher Salaries | 38.70 % | 38.20 % |
| Percent of Budget for Administrative Salaries | 6.20 % | 5.90 % |

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|-------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007–08 | 2008–09 | 2009–10 | 2007–08 | 2008–09 | 2009–10 | 2007–08 | 2008–09 | 2009–10 |
| English-Language Arts | 14 | 13 | | 52 | 54 | 56 | 46 | 50 | 54 |
| Mathematics | 18 | 11 | | 43 | 45 | 49 | 43 | 46 | 56 |
| Science | 0 | 6 | | 58 | 53 | 67 | 46 | 50 | |
| History-Social Science | 0 | 20 | | 44 | 47 | 56 | 36 | 41 | |

California High School Exit Examination – Not applicable.

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 in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

| Subject | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007–08 | 2008–09 | 2009–10 | 2007–08 | 2008–09 | 2009–10 | 2007–08 | 2008–09 | 2009–10 |
| English-Language Arts | | | | 58.6 | 60.6 | | 52.9 | 52.0 | |
| Mathematics | | | | 55.8 | 55.6 | | 51.3 | 53.3 | |

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | | | | | | |
| All Students at the School | | | | | | |
| Male | | | | | | |
| Female | | | | | | |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | | | | | | |
| Native Hawaiian/Pacific Islander | | | | | | |
| White | | | | | | |
| Two or More Races | | | | | | |
| Socioeconomically Disadvantaged | | | | | | |
| English Learners | | | | | | |
| Students with Disabilities | | | | | | |
| Students Receiving Migrant Education Services | | | | | | |

California Physical Fitness Test Results (School Year 2009–10) – Not applicable.

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | | | |
| 7 | | | |
| 9 | | | |

X. Accountability

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. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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.

| API Rank | 2007 | 2008 | 2009 |
|-----------------|------|------|------|
| Statewide | NA | NA | NA |
| Similar Schools | NA | NA | NA |

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2007–08 | 2008–09 | 2009–10 |
| All Students at the School | -14 | 8 | -65 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | N/A | N/A | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

| Group | 2010 Growth API | | |
|----------------------------------|-----------------|-----|-------|
| | School | LEA | State |
| All Students at the School | 528 | 771 | |
| Filipino | | | |
| Hispanic or Latino | | 754 | |
| Native Hawaiian/Pacific Islander | | | |
| White | | 796 | |
| Two or More Races | | 780 | |
| Socioeconomically Disadvantaged | | 722 | |
| English Learners | | 688 | |
| Students with Disabilities | | 539 | |

Adequate Yearly Progress

The federal Elementary and Secondary Education Act 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, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

| AYP Criteria | School | District |
|---|--------|----------|
| Overall | Yes | No |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | No |
| Percent Proficient - Mathematics | Yes | No |
| API | Yes | Yes |
| Graduation Rate | | Yes |

Federal Intervention Program (School Year 2010–11)

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. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|--|--------|----------|
| Program Improvement Status | n/a | n/a |
| First Year of Program Improvement | n/a | n/a |
| Year in Program Improvement | n/a | n/a |
| Number of Schools Currently in Program Improvement | n/a | n/a |
| Percent of Schools Currently in Program Improvement | n/a | n/a |

XI. School Completion and Postsecondary Preparation

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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | School | | | District | | | State | | |
|------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2006–07 | 2007–08 | 2008–09 | 2006–07 | 2007–08 | 2008–09 | 2006–07 | 2007–08 | 2008–09 |
| Dropout Rate (1-year) | n/a | n/a | n/a | 3.8 | 2.9 | 2.6 | 5.5 | 4.9 | 5.7 |
| Graduation Rate | n/a | n/a | n/a | 86.1 | 89.4 | 89.4 | 80.6 | 80.2 | 78.5 |

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2008–09 school year in grade twelve and were a part of the school's most recent graduating class who met 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.

| Group | Graduating Class of 2010 | | |
|---|--------------------------|----------|---------|
| | School | District | State |
| All Students | | 321 | 157,143 |
| Black or African American | | n/a | 26,026 |
| American Indian or Alaska Native | | 7 | 2,892 |
| Asian | | 2 | 40,154 |
| Filipino | | 1 | 12,624 |
| Hispanic or Latino | | 36 | 157,143 |
| Native Hawaiian/Pacific Islander | | n/a | 2,574 |
| White | | 256 | 136,403 |
| Two or More Races | | 11 | 2,524 |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Our individual and combined advisory committees consist(s) of school, district and industry representatives.

The Career Technical Education Programs are open to enrollment to any student in our school district. Here is a list of classes available for a student to enroll.

- Foods and Consumer Econ
- Computer Literacy
- Ag Mechanics
- Early Childhood Education
- ROP Culinary Arts
- ROP Health Career
- Graphic and Visual Arts
- ROP Auto
- Business Education/Marketing
- Fashion Design
- Media Technician
- Journalism
- Power, Energy, Transportation Tech
- Ag Construction
- ROP MS Office
- Web Design
- Drafting

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school’s CTE programs.

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 15 |
| Percent of pupils completing a CTE program and earning a high school diploma | 0 |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0 |

Courses for University of California and/or California State University Admission (School Year 2009–10)

This table displays, for the most recent year, two measures related to the school’s courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| UC/CSU Course Measure | Percent |
|---|---------|
| Students Enrolled in Courses Required for UC/CSU Admission | n/a |
| Graduates Who Completed All Courses Required for UC/CSU Admission | n/a |

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | 0 | n/a |
| English | 0 | n/a |
| Fine and Performing Arts | 0 | n/a |
| Foreign Language | 0 | n/a |
| Mathematics | 0 | n/a |
| Science | 0 | n/a |
| Social Science | 0 | n/a |
| All courses | 0 | |

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

| |
|---|
| 2010-2011 = 0 days 2009-2010 = 1 day 2008-2009 = 3 days |
|---|