

Executive Summary School Accountability Report Card, 2009–10

For Lone Junior High School

Address: 217 Rex Ave. , Jackson CA 95642
Principal: William Murray

Phone: 209-257-5500
Grade Span: 6 - 8

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

Lone Junior High School is located in the town of Lone in southwestern Amador County. It serves the student populations of Lone, Lake Camanche, Fiddletown, Amador City, Drytown, Volcano, Sutter Creek, Plymouth and surrounding areas.

Lone Junior High School, a sixth, seventh and eighth grade middle school, is dedicated to preparing all students to be lifelong learners and responsible citizens. Our curriculum has a strong academic focus. We respect individual differences, and we believe in unlocking and supporting the strengths of each student. To complement our academic emphasis, we believe that all students benefit from a rich variety of experiences, such as art, music, physical education, and performing arts.

School and staff members always welcome parent and community involvement. We encourage you to join our Colt Booster Club, School Site Council (SSC), and Promotion Ceremony Committee.

Student Enrollment

Group	Enrollment
Number of students	#376
Black or African American	%
American Indian or Alaska Native	.29%
Asian	.53%
Filipino	.79%
Hispanic or Latino	.13%
Native Hawaiian/Pacific Islander	%
White (not of Hispanic origin)	78%
Two or More Races	4.5%
Socioeconomically Disadvantaged	30%
English Learners	1.3%
Students with Disabilities	6.64%

Teachers

Indicator	Teachers
Teachers with full credential	#18
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	64%
Mathematics	61%
Science	74%
History-Social Science	60%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	#830
Statewide Rank (from 2009 Base API Report)	#7
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met # 13 of #13
2010–11 Program Improvement Status (PI Year)	NA

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 97%. 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.

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.

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%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6170
District	\$6170
State	\$5512

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	Ione Junior High	District Name	Amador County Unified
Street	217 Rex Ave.	Phone Number	209-223-1750
City, State, Zip	Jackson , CA 95642	Web Site	www.amadorcoe.org
Phone Number	209-257-5500	Superintendent	Dick Glock
Principal	William Murray	E-mail Address	dglock@amadorcoe.k12.ca.us
E-mail Address	wmurray@amadorcoe.k12.ca.us	CDS Code	03- 73981- 6107395

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

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

lone Junior High School, a sixth, seventh and eighth grade middle school, is dedicated to preparing all students to be lifelong learners and responsible citizens. We have a population of more than 500 students and offer classes for a variety of special-needs students.

Our curriculum has a strong academic focus. We respect individual differences, and we believe in unlocking and supporting the strengths of each student. To complement our academic emphasis, we believe that all students benefit from a rich variety of experiences, such as art, music, physical education, and performing arts.

School and staff members always welcome parent and community involvement. We encourage you to join our Colt Booster Club, School Site Council (SSC), and Promotion Ceremony Committee.

We also invite you to assist in our classrooms, chaperone dances, and participate in many other activities.

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.

Our school welcomes parent and community involvement. Opportunities to volunteer include joining the Colt Booster Club and the SSC. We also need dance chaperones and snack bar helpers.

Contact the principal if you want to become involved.

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	149
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6	91	Ungraded Secondary	
Grade 7	136	Total Enrollment	376

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	78%
American Indian or Alaska Native	.29%	Two or More Races	4.5%
Asian	.53%	Socioeconomically Disadvantaged	30%
Filipino	.79%	English Learners	1.3%
Hispanic or Latino	.13%	Students with Disabilities	6.64%
Native Hawaiian/Pacific Islander	0		

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	30.3	0	18	2	28.8	0	24	0	22	8	4	0
Mathematics	24.4	5	7	1	26.7	2	10	1	20	10	10	0
Science	26.4	2	9	1	26.7	3	8	2	20	6	7	0
Social Science	27.9	3	4	5	28.9	1	9	2	22	8	4	0

III. School Climate

School Safety Plan (School Year 2009-10)

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

Ione Junior High strives to maintain a safe, healthy, and orderly campus that encourages positive attitudes in students and staff. Safety hazards are reported by all staff. The district maintenance department utilized a computerized maintenance tracker. This allows our site to report any hazards in a very timely manner.

We conduct fire, earthquake, and lock-down drills each month. The drills are discussed and procedures reviewed and changed as necessary. New radios were purchased for better campus communication during all drills and on a daily basis.

We have developed emergency plans to deal with threatening situations. All staff members are part of the school Crisis Team. There is ongoing coordination between the principal, campus supervisor, counselor, and other staff.

All visitors and volunteers must sign in at the main office.

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	36.6	31.4	7.4	17.6	33.1	7.4
Expulsions	1.1	0.5	0	0.9	0.3	0.3

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		97.8%			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	16	17	18	
Without Full Credential				
Teaching Outside Subject Area of Competence				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	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Legacy of Literature McDougal Littell Reading and Languages Arts Program	0%	Reading/Language Arts
Mathematics	Macmillan/McGraw Calif. Mathematics K- 6 Glencoe/McGraw Hill California Mathematics Grades 7 & 8 CPM Grade 8	0%	Mathematics
Science	McGraw-Hill Science K-6 Holt, Rinehart & Winston: Science & Tech Grade 7-8	0%	Science
History-Social Science	TCI: History Alive Grade 6 Holt, Rinehart & Winston: World History, Medieval to Early Modern Times Grade 7 Holt, Rinehart & Winston:	0%	History-Social Science

	US History, Independence to 1914		
Foreign Language	N/A	N/A	Foreign Language
Health	N/A	N/A	Health
Visual and Performing Arts	N/A	N/A	Visual and Performing Arts
Science Laboratory Equipment (grades 9-12)	N/A	N/A	Science Laboratory Equipment (grades 9-12)

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.

The state of California provides money for salaries, benefits, books, supplies, equipment purchases, maintenance and repair of facilities and equipment, transportation costs, and utilities. The Colt Booster Club raises money to support the curriculum, campus beautification, and extracurricular activities. The student body raises money for dances, spirit-building items and activities. The student body also supports tournaments and school athletics. The school has been successful in acquiring grant money for technology education.

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	58	57	64	52	54	56	46	50	54
Mathematics	54	49	54	43	45	49	43	46	56
Science	70	57	61	58	53	67	46	50	
History-Social Science	55	43	60	44	47	56	36	41	

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Students at the School	63.4	60.9		
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	51.0	40.8		
Native Hawaiian or Pacific Islander				
White	65.6	64.2		
Two or More Races				
Socioeconomically Disadvantaged	46.8	44.5		
English Learners	22.7	13.6		
Students with Disabilities	10.7	11.1		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009–10)

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	92.8%	82.7%	51.1%
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	7	7	7
Similar Schools	1	3	2

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			45
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		40	
Native Hawaiian/Pacific Islander			
White	35	-22	44
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	69	-2	35
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	830	771	
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		754	
Native Hawaiian/Pacific Islander			
White	836	796	
Two or More Races		780	
Socioeconomically Disadvantaged	729	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	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.

<p>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.</p> <ul style="list-style-type: none"> 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
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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	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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.

<p>2010-2011 = 0 days 2009-2010 = 1 day 2008-2009 = 3 days</p>
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