

Executive Summary
2009-10 School Accountability Report Card (SARC)
Prepared in 2010-11

Fort Bragg High School

Fort Bragg High School
 300 Dana Street
 Fort Bragg, CA 95437
 (707) 961-2880
 Grades 9 – 12
 Allen Urbani, Principal
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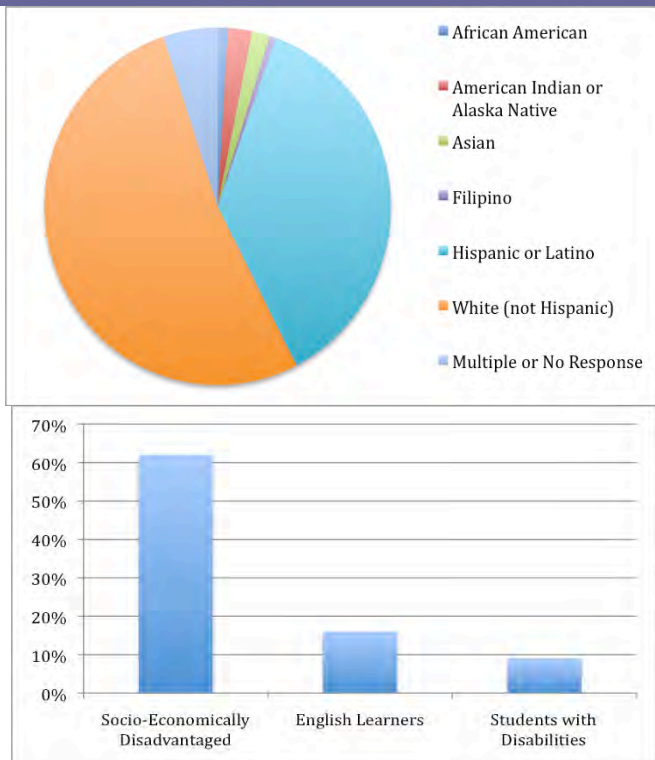
Fort Bragg High School (FBHS) provides a safe, positive, and comprehensive learning environment for its 600 students. Approximately 40 percent of our graduates go on to some kind of post secondary academic education, and another six to seven percent attend trade schools.

A full college prep curriculum is available, and AP classes are offered in English Language, English Literature, US History, American Government, Environmental Science and Calculus.

With the help of the Regional Occupation Program, FBHS is currently focused on expanding its vocational program to provide students with opportunities in the areas of Automotive Technology, Culinary Arts, Industrial Arts, and Organic Gardening. FBHS also provides a wide range of classes in the visual and performing arts including art, theatre, photography, band, choir, graphic arts, yearbook, and arts & crafts.

FBHS offers a full complement of clubs and extra curricular activities including interscholastic sports in order to connect students to the already safe and positive environment enjoyed at FBHS.

Student Enrollment: 524



This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. 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 this school, please review the entire SARC or contact the school or district office.

Student Performance

Students Proficient or Above

English/Language Arts	50 %
Mathematics	27 %
Science	36 %
History/ Social Science	56 %

Academic Progress

Indicator

2010 Growth API Score (from 2010 Growth API Report)	747
Statewide Rank (from 2009 Base API Report)	8
2010-11 Program Improvement Status	Not in PI

Curriculum & Instruction Materials

Percentage of Students Lacking Textbooks and Instructional Materials

Reading/Language Arts	0 %
Mathematics	0%
Science	0%
History/Social Science	0%
Foreign Language	n/a
Health	n/a
Science Laboratory Equipment (grades 9-12)	0 %

Teachers

With Full Credential	37
Without Full Credential	0
Teaching Outside Subject Area of Competence	0
Mis-assignment of Teachers of English Learners	0
Total Teacher Mis-assignments	0

School Finances

Level Expenditures per Pupil

School Site	not available
District	not available
State	\$5,681

School Facilities

Summary of Most Recent Site Inspection

Our school passed 100% of areas of most recent site inspection.

Repairs Needed and Corrective Actions Taken or Planned

None needed.

High School Completion

Graduation Rate	** %
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Post-Secondary Preparation

Students completing a Career Technical Education Program and high school diploma	** %
Graduates completing all courses required admission to UC and/or CSU	** %

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300 Dana Street
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(707) 961-2880

CDS Code: 49-65565-2331361

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Fort Bragg Unified

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the conditions 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.

About This School



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A full college prep curriculum is available, and AP classes are offered in English Language, English Literature, US History, American Government, Environmental Science and Calculus.

With the help of the Regional Occupation Program, FBHS is currently focused on expanding its vocational program to provide students with opportunities in the areas of Automotive Technology, Computer Science, Business Education, Culinary Arts, Agricultural Science, Industrial Arts, and Home Economics. FBHS also provides a wide range of classes in the visual and performing arts including art, theatre, photography, band, graphic arts, yearbook, and arts & crafts.

FBHS offers a full complement of clubs and extra curricular activities including interscholastic sports in order to connect students to the already safe and positive environment enjoyed at FBHS.



Data and Access

Data Quest

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 (eg: Academic Performance Index [PI], Adequate Yearly Progress [AYP], test data, enrollment, 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 (eg: the California State library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve basis. Other use restrictions 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.

VISION & MISSION STATEMENTS AND EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRS)

Vision: Educating Today's Students to Succeed in Tomorrow's World

Mission: To create a school community through dialogue and collaboration that promotes team work to achieve optimum student outcomes.

Expected School-wide Learning Results:

- 1) FBHS students are literate (i.e. they comprehend and write at the proficient level on course rubrics or other appropriate standards based measures)
- 2) FBHS students meet or exceed academic standards (they demonstrate competencies for courses, achieve proficient on CST's and pass the CAHSEE)
- 3) FBHS students have participated in planning for their futures (set goals for post high school; taken specific steps toward them)
- 4) FBHS students are connected to their school and community (e.g. participate in school activities, increased attendance, etc.)



Student Enrollment 2009-10

By Grade

Grade	# Students
Grade 9	167
Grade 10	131
Grade 11	126
Grade 12	100
Total	524

By Group

African American	0.94%
American Indian or Alaska Native	2.25%
Asian	1.69%
Filipino	0.56%
Hispanic or Latino	36.96%
Pacific Islander	52.35%
White (not Hispanic)	5.07%
Multiple or No Response	62%
Socio-Economically Disadvantaged	16%
English Learners	9%
Students with Disabilities	0.94%

Opportunities for Parental Involvement

Contact

Allen Urbani or Barb Bruce
707-961-2880

Parents have an opportunity to involve themselves in their child's education at FBHS. Parents are very active in our Band and Athletic Booster groups, and our Parent-Student-Teacher Registration and Report Card Night. Conferences are very well attended.

While there is no formal parent-teacher-student association, parents are encouraged to be involved when there are issues of significance (ex. Site Council, AVID Parent Night, Migrant Education Parents Group, AIP Parent Information Night, College Night, Financial Aid Night).

Additionally, parents consistently volunteer to chaperone events and to provide transportation to school activities. Parent Forums, which are held quarterly, provide staff and parents opportunities to discuss school wide issues that are important to student success. Topics have included senior projects, interpreting student scores, suicide prevention, and graduation requirements. Parents who wish to become involved at FBHS are encouraged to call 961-2880 or to stop by to discuss the opportunities to do so.



Average Class Size and Class Size Distribution Secondary Schools

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	18.9	22	7	2	17.1	26	4		19.2	21	9	
Mathematics	20.0	17	8		19.0	18	4		19.1	19	4	
Science	21.7	6	11		20.7	9	9					
Social Science	18.3	12	9		20.5	11	6		20.2	11	8	

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

School Climate

Suspensions and Expulsions

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	23.2 %	31.4 %	39.4 %	29.4 %	27.8 %	not available
Expulsions	0 %	0 %	0.1 %	0.1 %	0.1 %	not available

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.

School Safety Plan 2008-09

Fort Bragg High School maintains a Comprehensive Safe Schools Plan to support the already safe, orderly, positive learning environment we enjoy at FBHS. Within this effort, FBHS employs a variety of school policies and practices combined with a detailed Emergency Plan to facilitate response in the event of disaster. The Comprehensive School Safety Plan is updated each year after assessment with specific regard to school discipline, suspension, and crime. It is through this type of information and reporting that we can accurately compare our high school to similar schools within Mendocino County and also within the State of California.

This type of statistical information supports our knowing that FBHS is among the safest in the state. The Comprehensive School Safety Plan also describes policies and procedures in the following areas:

- 1) Child Abuse Reporting Procedures,
- 2) Policies Regarding Actions Which Would Lead to Suspensions and/or Expulsion (in addition to this generalized policy, FBHS maintains a very detailed outline of student behaviors as described in our handbook "Standards for Student Behavior"),
- 3) Sexual Harassment Policy,
- 4) Procedures to Notify Teachers of Dangerous Pupils,
- 5) School Wide Dress Code,
- 6) Procedures for Safe Ingress and Egress of Pupils,
- 7) Disaster Procedures, Routine and Emergency, (a generalized description).

The Emergency Plan deals primarily with such emergency situations such as fire, earthquake, bomb threat, and lockdown procedure in the event of a dangerous student or intruder. Contained within this plan are the following:

- Emergency Warning Signals
- Evacuation Procedures/ Assignments Organization/ Responsibilities... to include Site Operations Section, Logistics Section, and District Operations Section
- Maps/Diagrams.....to include Shut-Offs and Projected Hazards, Disaster Equipment, and Transportation Safety Plan
- Alert Notification Rosters.....to include Emergency Telephone Charts and Handheld Radio or Cell Phones
- Assignments
- Directory of Government Agencies and Resources
- Situational Response
- Action Response

Emergency Action Documentation.....to include Care and Shelter Unit, Safety and Security Unit, Damage Assessment Unit, Communication Unit, and First Aid Unit Documentation Forms, to include Staff Log, Student Emergency Release Log, Student Injury Log, Student Fatality Log, Employee Injury Log, Employees Fatality Log, and Waiver of Liability.

School Facilities

School Facility Conditions and Planned Improvements in 2010-11

Students, staff, parents, and community take a great deal of pride in Fort Bragg High School. Promoting a positive school climate is done by providing a safe, clean and well maintained facility, which is our highest priority. Campus beautification is an ongoing process as school and community work together to keep this school site in its current, pristine condition. One of the community’s greatest achievements is the building, entirely from donations, of a multi-million dollar sports complex that is touted as one best athletic facilities in all of Northern California.

School Facilities Good Repair Status 2010-11

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, sinks, fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows, Doors, Gates, Fences	X			
Overall Summary of Facility Good Repair Status				Exemplary Good Fair Poor
				X

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

Teachers

Teacher Credentials				
Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	36	34	37	122
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	n/a

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher Mis-assignments and Vacant Teacher Positions			
Indicator	2008-09	2009-10	2010-11
Mis-assignments of Teachers of English Learners	0	0	0
Total Teacher Mis-assignments	0	0	0
Vacant Teacher Positions	0	0	0

This table displays the number of teacher mis-assignments (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 Mis-assignments includes the number of Mis-assignments of Teachers of English Learners.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers in 2009-10		
Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100 %	0 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	100 %	0 %

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Support Staff

Academic Counselors and Other Support Staff 2009-10

Title	FTE Assigned to School
Academic Counselor	3.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	.6
Psychologist	.4
Social Worker	0
Nurse	.5
Speech/Language/ Hearing Specialist	.2
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Academic Counselor	315

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.

Instructional Planning and Scheduling

Professional Development

We continued to focus our time and energy on standards-based instruction, but have also included into this focus, the concepts of “school-wide literacy” to improve student performance and help them better access curriculum. Staff has been trained in strategies as outlined in the “Reading Apprenticeship Program” and has included those strategies in everyday lesson design in all areas of instruction. During the remainder of the year leadership with staff input, completed a five year plan to give purpose and continuity to how we spend our time and money to best meet the needs of our students.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

2010-11

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Lack **
Reading/ Language Arts	Selected Literature from the High School – Locally Board adopted 2005 <i>Prentice Hall Timeless Voices Gold, Platinum, American Experience, and British Tradition</i> (2000) Standards aligned and locally Board adopted 2005 <i>High Point Intervention and ELD Program</i> – State Board Adopted 2002	0%
Mathematics	<i>Prentice Hall Precalculus</i> (2001) – Standards aligned and locally Board adopted 2005 <i>Prentice Hall Advanced Algebra</i> (1998) – Standards aligned and locally Board adopted 2005 <i>CGP Algebra 1</i> (2008) – Standards aligned and locally Board adopted 2008 <i>McDougal Littell Geometry</i> (2001) – Standards aligned and locally Board adopted 2001 <i>Calculus: Of A Single Variable – 8th Ed.</i> (2006) Standards aligned and locally Board adopted 2006	0%
Science	<i>Physics: Principles and Problems</i> (1977) – Use along with newer book listed below – Standards aligned and locally Board adopted 2005 <i>Marine Biology: Environment, Diversity</i> (1986) – Standards aligned and locally Board adopted 2005 – Newer book to be purchased in 2006 <i>Modern Chemistry</i> (2006) – Standards aligned and locally Board adopted 2006 <i>Conceptual Physics</i> (1997) – Standards aligned and locally Board adopted 2005. <i>Science Spectrum</i> (2001) – Standards aligned and locally Board adopted 2005. <i>General Science</i> (2001) – Standards aligned and locally Board adopted 2005. <i>Biology: Principles and Explorations</i> (2001) – Standards aligned and locally Board adopted 2005. <i>Living in the Environment</i> (2004) – Standards aligned and locally Board adopted 2005 <i>Biology</i> (1993) – Standards aligned and locally Board adopted 2005	0%
History- Social Science	<i>Economics: Principles in Action</i> (2007) – Standards aligned and locally Board adopted 2005. <i>American Pageant</i> (1998) – Standards aligned and locally Board adopted in 2005. <i>American Vision California</i> (2005) Standards aligned and locally Board adopted in 2005. <i>Pacemaker U.S. History</i> (2001) – Standards aligned and locally Board adopted in 2005. <i>Magruder's American Government</i> (2001) – Standards aligned and locally Board adopted in 2005. <i>Pacemaker World History</i> (2002) – Standards aligned and locally Board adopted in 2005. <i>American Government: Continuity and Change</i> (2002) – Standards aligned and locally Board adopted in 2005. <i>World History: Connections to Today</i> (2003) – Standards aligned and locally Board adopted in 2005. <i>American Odyssey</i> (2004) – Standards aligned and locally board adopted in 2005.	0%
Foreign Language	<i>Ya versa! Gold level 1,2,3</i> (1999) – Standards aligned and locally Board adopted in 2005	0%
Health	<i>Lifetime Health</i> (2005) Standards aligned and locally board adopted	0%

** Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries Fiscal Year 2008-2009

Level	Total	Average Teacher Salary
School Site	not available	\$46,394
District	not available	\$50,149
Percent Difference – School Site and District		
State	\$5,681	\$61,706
Percent Difference – School Site and State		

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 at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certified Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher and Administrative Salaries Fiscal Year 2008-2009

Category	District Amount	State Average For Districts In Same Category
Teacher Salaries		
Beginning Teacher Salary	\$34,500	\$38,970
Mid-Range Teacher Salary	\$44,500	\$59,776
Highest Teacher Salary	\$67,500	\$78,072
Administrator Salaries		
Average Elementary Principal	\$75,771	\$94,605
Average Middle School Principal	\$78,348	\$98,480
Average High School Principal	\$81,915	\$106,266
Superintendent Salary	\$120,000	\$144,721
Percent of Budget for		
Teacher Salaries	37.90 %	38.80 %
Administrative Salaries	7.00 %	6.00 %

Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Types of Services Funded -- Fiscal Year 2009-10



Description of Centralized Services Expenditures

The following services in support of this school are provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Funding Sources: Title I, EIA, General Fund



Services provided include: Preparation of consolidated application to generate funding and fiscal management of all categorical programs including: formulating budgets and monitoring expenditures; coordination and monitoring compliance procedures; supervision of budget preparation and expenditures of state and federal funds; approval of categorical purchases, attendance at state and federal conferences to keep abreast of changes in funding and statutes; disseminating information to appropriate groups; facilitating the development of the district's Local Improvement Plan as well as consulting with school staffs, school site councils; working with site personnel and advisory committees to develop program evaluation instruments; compiling data from parent surveys and disseminating information to school sites; preparing mandatory annual reports and monitoring coordinated compliance; disseminating information regarding research based instructional programs; providing training to School Site Councils, Advisory Committees, site instructional leaders and project coordinators in the appropriate procedures necessary to fulfill their respective responsibilities; overseeing the management of the English Learners Program; monitoring and providing instructional support to all categorically funded programs under the new NCLB Reauthorization Act; conducting needs assessments for professional development for certificated and classified instructional staff; coordinating professional development workshops and seminars in the district; monitoring the site level implementation of categorical programs; acting as a liaison for the district with the federal and state government and county agencies; preparing the annual CAL-Works report, providing an annual report to the Board of Trustees for categorical programs.



Funding Source: EIA/LEP



Services provided include: Providing instructional staff and administrators with research-based best practices for English learners, assisting with the ordering and purchase of supplemental instructional materials for English learners, in-servicing staff on ELD teaching methodologies, conducting model lessons for school site staff, coordinating the CELDT and SABE testing, compiling student assessment data, assisting with the analysis of the data, ensuring appropriate program placement of English learners, ensuring parent notification letters are distributed in compliance with state mandates, monitoring student progress, facilitating professional development opportunities for teachers working with English learners, facilitating re-designation committee meetings, maintaining language census data, and submitting data for annual report.

Student Performance

Standardized Testing and Reporting (STAR) Program

Details on STAR results, including results by grade and performance levels, including the percentage of students not tested, are available on the CDE web site <http://star.cde.ca.gov>. Program information on the STAR Program is available at <http://www.cde.ca.gov/ta/sr/documents/starpkt5intrpts.pdf>. SARC uses an average of selected test scores.

CST Results for All Students – Three-Year Comparison									
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	53	54	50	49	49	50	46	50	52
Mathematics	20	21	27	40	41	44	43	46	48
Science	48	52	36	51	51	54	46	50	54
History-Social Science	58	58	56	46	47	49	36	41	44

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

CST Results by Student Group – Most Recent Year				
Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	37	24	27	46
Pacific Islander				
White (not Hispanic)	60	29	46	61
Male	52	25	38	62
Female	49	28	35	50
Economically Disadvantaged	42	22	25	50
English Learners	8	13	11	10
Students with Disabilities	31	16	18	40
Students Receiving Migrant Education Services	20	26	0	18

* Scores are not shown when fewer than ten students were tested, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination (CAHSEE)

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 (below) in order to compute the Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information about CASHEE can be found at <http://cahshee.cde.ca.gov/>.

California High School Exit Examination (CAHSEE) Results for All Students Three Year Comparison

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
ELA	67.2	67.2	47.9	65.1	65.1	44.8	48.6	52.9	n/a
Math	52.9	52.9	42.2	52.3	52.3	40.3	49.9	51.3	n/a

Note: Scores are not shown when ten or fewer students are tested.

California High School Exit Examination (CAHSEE) Results Most Recent Year

Group	English-Language Arts (ELA)			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	52.1	14.5	33.3	57.8	26.7	15.5
Male	52.2	7.5	40.3	53	28.8	18.2
Female	52	24	24	64	24	12
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	61.2	16.3	22.4	67.3	26.5	6.1
Pacific Islander	*	*	*	*	*	*
White (Not Hispanic)	45.5	12.7	41.8	50	29.6	20.4
English Learners	78.8	18.2	3	81.8	18.2	0
Economically Disadvantaged	61.2	16.2	22.5	67.1	25.3	7.6
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students w/Disabilities	85.7	7.1	7.1	76.9	23.1	0

California Physical Fitness Test Results 2009-10 Percent of Students Meeting Fitness Standards

Grade	Four of Six Standards	Five of Six Standards	All Six Standards
9	**	**	**

*** Data is not available due to problems with CALPADS reporting.*

The CA Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students meeting four, five, or six out of six standards for the most recent testing period. Detailed information about this test is at <http://www.cde.ca.gov/ta/tg/pfll>. Scores are not shown when fewer than ten students were tested.

Accountability

Academic Performance Index

Academic Performance Index Ranks – Three-Year Comparison

The Academic Performance Index (API) is an annual measure of the 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 is at <http://www.cde.ca.gov/ta/ac/ap/>.

API Rank	2007	2008	2009
Statewide	8	8	8
Similar Schools	10	10	10

The **Statewide API ranks** range from 1 to 10, with 1 being in the lowest 10 percent of all schools in the state, and 10 being the API score is in the highest 10 percent of all schools in the state.

The **Similar Schools Rank** reflects how it compares to 100 statistically similar schools, with a rank of 1 meaning that the school performance was comparable to the lowest-performing 10 out of 100 similar schools; A rank of 10 means that the school's academic performance is better than at least 90 of 100 similar schools.

Academic Performance Index Growth by Student Group Three Year Comparison

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at School	23	-4	-32	747
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	53	-31	-22	716
Pacific Islander				
White (Not Hispanic)	11	7	-34	820
Socio-economically Disadvantaged	34	-12	-43	746
English Learners			9	631
Students w/Disabilities				

Actual API changes in points added or lost for the past three years, and the most recent API score.

NA means that the group was not statistically significant

* means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

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

The federal NCLB 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 indicator
- Graduation rate (for secondary schools only)

Detailed information on AYP is available at <http://www.cde.ca.gov/ta/ac/ay/>

AYP Criteria		School	District
Overall		Yes	No
Participation Rate	ELA	Yes	Yes
	Mathematics	Yes	Yes
Percent Proficient	ELA	Yes	No
	Mathematics	Yes	No
API		Yes	Yes
Graduation Rate		Yes	Pending

Federal Intervention Program – 2010-11

Schools and districts receiving Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or Math) or 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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in Program Improvement	n/a	2006-07
Year in PI	na	3
Number of Schools in this District Currently in PI		3
Percent of Schools in this District Currently in PI		37.5%

School Completion and Postsecondary Preparation

Drop-Out and Graduation Rate

This table displays the school's one-year dropout rate and graduation rates for the most recent three year period for which data are available. For comparison, data are also provided at the district and state level. More information is available at <http://dg.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Dropout Rate	2.3	2.2	**	2.9	2.9	**	4.4 %	3.9 %	**
Graduation Rate	87.3	92.2	**	83.7	90.7	**	80.6 %	80.2 %	**

** Data not available due to problems with CBEDS reporting system.

Completion of High School Graduation Requirements

Group	Graduating Class of 2010	
	School	District
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (Not Hispanic)		
Socio-economically Disadvantaged		
English Learners		
Students with Disabilities		

Students in California public schools must pass both ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve, this table displays by student group, the percent who met all state and local graduation requirements for grade twelve completion.

Career Technical Education Programs (2009-10 School Year)

This section provides information about the Career Technical Education programs, and lists programs offered at the school.

Career Technical Education Participation (2009-10 School Year)

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	

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 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 visit

<http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility: 1) specific high school courses; 2) grades in specific courses and test scores; and 3) 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, visit

<http://www.calstate.edu/SAS/admreq.shtml>.

Courses for University of California and/or California State University Admission 2008-09 School Year

This table displays, for the most recent year available, two measures related to the school's courses that are required for UC and/or CSU admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission is at <http://dq.cde.ca.gov/dataquest/>.

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

Advanced Placement Courses (2009-10 School Year)

Subject	Number of AP Courses Offered	Subject	Number of AP Courses Offered
Computer Science		Mathematics	
English		Science	
Fine and Performing Arts		Social Science	
Foreign Language		Other	
Total # of Courses		Percent of Students in AP Courses	%

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. Details on AP enrollment is at <http://dq.cde.ca.gov/dataquest/>.

Scholastic Aptitude Test (SAT) Scores of High School Seniors

Percent of Seniors Taking the SAT Three Year Comparison

Subject	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
ELA	42	35	30	40	35	31
Math	42	35	30	40	35	31

Average SAT Scores 2010

Subject	School	District	State
ELA	495	492	
Math	503	501	

Degree to Which Students are Prepared to Enter the Workforce