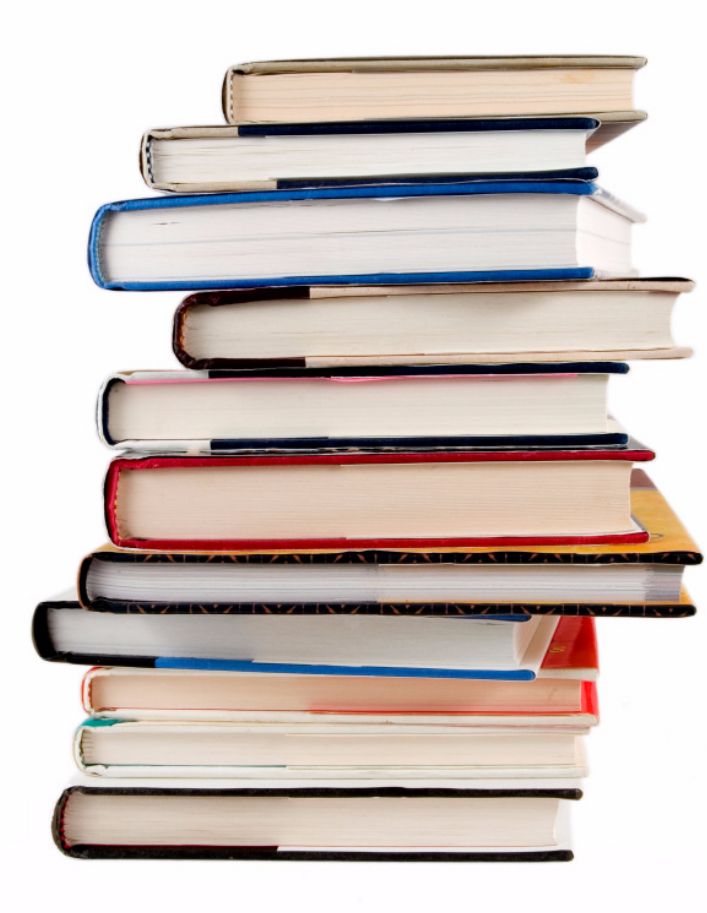
2008 CALIFORNIA DISTINGUISHED SCHOOL

Crescenta Valley High School

School Accountability Report Card, 2009–2010
Glendale Unified School District



An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

Published by
SCHOOL WISE PRESS

Crescenta Valley High School

School Accountability Report Card, 2009–2010
Glendale Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2009–2010 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2010_en.html

Reports about other schools are available on the **California Department of Education Web site.** Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School
2900 Community Ave.
La Crescenta, CA 91214
Principal: Dr. Michele Doll
Phone: (818) 249-5871

How to Contact Our District
223 North Jackson St.
Glendale, CA 91206
Phone: (818) 241-3111
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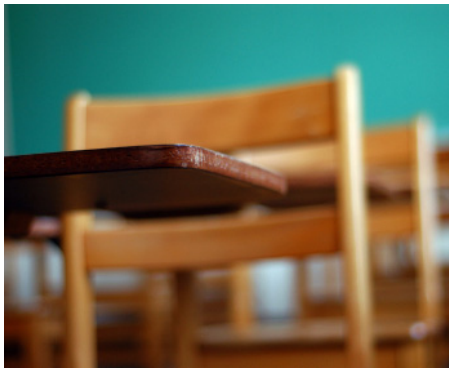

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Published by
SCHOOL WISE PRESS
385 Ashton Ave., Ste. 200
San Francisco, CA 94112
Phone: (415) 337-7971
www.schoolwisepress.com

Crescenta Valley High School

School Accountability Report Card, 2009–2010
Glendale Unified School District

Principal's Message

We are very proud of Crescenta Valley High School. It is our belief that our school exemplifies excellence. Outside organizations have validated that belief. In 1999 and again in 2005 the school was designated a California Distinguished School. In 2000 Crescenta Valley was chosen as a National Blue Ribbon Award recipient. During the 2005–2006 school year Crescenta Valley received the Los Angeles Music Center's BRAVO award as the outstanding visual and performing arts school in the county. In 2008, Los Angeles Magazine named Crescenta Valley High School one of the top twelve public high schools in Los Angeles. Newsweek and US News and World Report ranked our school within the top 5% of American high schools.

Our school focus is critical thinking. The challenge we face is assuring that all of our students master California Content Standards and that all CV students graduate from high school prepared to enter a four-year college. Research tells us that preparing students to meet the entry requirements for a four-year college prepares students to succeed in any postsecondary endeavor. Our staff works with families to build in our students the 40 Developmental Assets as defined by the Search Institute. Research has shown that the more assets a student has, the better life decisions the student will make. The assets include support of family and caring adults, setting boundaries and expectations, constructive use of time, and developing a positive identity. Our students are recognized for excellence in academics, improved performance, leadership, athletics, and community service.

Dr. Michele Doll, PRINCIPAL

Grade range and calendar
9–12
TRADITIONAL

Academic Performance Index
883
County Average: N/A
State Average: 728

Student enrollment
3,004
County Average: N/A
State Average: N/A

Teachers
112
County Average: N/A
State Average: N/A

Students per teacher
27
County Average: N/A
State Average: N/A

PLEASE NOTE: Comparative data (county average and state averages) in some sections of this report are unavailable due to problems the Department of Education had with data collection last year.

School Expenditures

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTSA and booster club support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Safety

Safety of students and staff is of utmost concern at Crescenta Valley High School. Administrators, teachers, security personnel, and a School Resource Officer from Los Angeles County Sheriff's Department ensure student safety by monitoring students at snack, lunch, and before and after school on campus as well as at various school-sponsored functions. While the school welcomes visits by parents, community members, and former students, anyone wishing to be on the campus during school hours must report to the main office, get approved by an administrator, and display a visitor's pass while on the campus.

The Safe School/Safety Plan is updated and revised every spring by the school's Safety Committee. The current plan was revised in 2009. Once revised, the Safe School Plan is presented to the School Site Council for approval and shared with staff, students, and community members. Key elements of the plan include disaster preparedness procedures, violence prevention programs, procedures for safe ingress and egress from school, drug prevention programs, health education programs, anger management programs, and attendance monitoring procedures.

Students and staff participate in monthly drills in preparation for real emergencies. These drills include fire drills, Duck, Cover and Hold (DCH), and disaster evacuation drills. Evacuation routes/maps for fire and disaster drills are reviewed and shared with students in each classroom and are posted in a prominent place in the classroom. Once a year, the school conducts a full disaster drill that simulates search and rescue of injured/trapped students and staff, first aid, crisis counseling, and releasing students to parents.

Career Technical Education

Crescenta Valley High School offers a number of classes to focus student attention on the future. The Health & Science Academy is a California Partnership Academy with a strong Biotechnology emphasis. Students graduate from the Academy ready to pursue college educations in science and medicine. Robotics and Graphic Arts are additional programs that offer students an opportunity to engage in hands-on learning with many options for the future.

Buildings

Crescenta Valley High School, originally constructed in 1946, is currently situated on 18 acres and comprised of 110 classrooms, a library, three computer labs, two gymnasiums, an auditorium, a cafeteria, a pool, basketball, handball, and tennis courts, field facilities, and administrative offices. A $45 million renovation and renewal project, funded through Measure K, was completed in 2001. Students and staff now benefit from two new classroom buildings, a library-career-media center, an additional gymnasium, as well as extensive upgrades to all existing classrooms and landscaping. The track and field have been renovated thanks to contributions from CVCAN, a local committee focusing on improving athletic needs, and Susan Osborne, a generous donor. We are near completion of a two year renovation program to repair some construction defects in the newer buildings. The former auto shop now houses a robotics program.

Crescenta Valley High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on keeping the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2007–2008 school year, Glendale Unified School District has budgeted $3.5 million for the deferred maintenance program, which represents 0.57 percent of the district's general fund budget. As part of a five-year plan, Crescenta Valley High School is scheduled to receive plumbing upgrades, new floor covering, HVAC and boiler replacements, window, door, and wall replacements, asphalt seal coating, roofing repairs, and exterior painting between 2006 and 2010.

Parent Involvement

Unique and special to Crescenta Valley High School are the numerous parent booster clubs and organizations that actively support student achievement, the visual and performing arts program, and athletics. These clubs are instrumental in fund-raising and providing support for students and staff. Parents participate in a wide variety of committees including Prom Plus, CV Cares, School Site Council, and the PTSA. According to a parent survey done for the accreditation process, 70 percent of parents attended a parent information night and 86 percent attended Back-to-School Night or Open House. The Parent Teacher Student Association has raised over $100,000 over the last four years. This money supports school activities, scholarships, and the purchase of technology. The School Site Council, which includes staff, parents, community members, and students, provides vital input developing school policies, prioritizing school needs, and reviewing student achievement data. The CV Cares Committee, which also includes staff, community representatives, parents, and students, meets every six weeks to review data on school safety and student health, and to determine the appropriate next steps. The involvement of parents is instrumental to the success of the school.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

Crescenta Valley's API was 883 (out of 1000). This is an increase of 3 points compared with last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA
API
ACADEMIC PERFORMANCE INDEX

Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**883**
Growth attained from prior year	**+3**
Met subgroup* growth targets	**No**

SOURCE: API based on spring 2010 test cycle. Growth scores alone are displayed and are current as of December 2010.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals.
R/P - Results pending due to challenge by school.
N/A - Results not available.

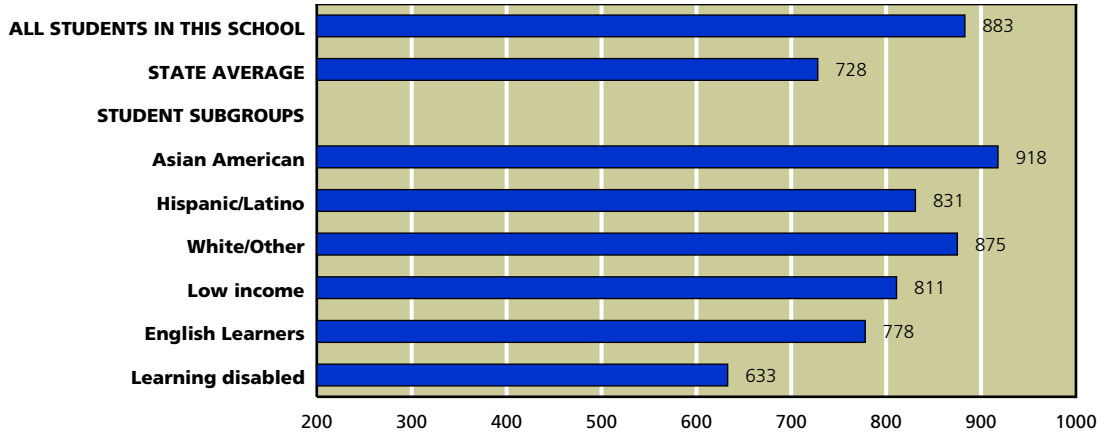
API RANKINGS: Based on our 2008–2009 test results, we started the 2009–2010 school year with a base API of 880. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all high schools in California, our school ranked 10 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 8 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the **CDE Web site**.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2009–2010 school year. Just for reference, 32 percent of high schools statewide met their growth targets.

API, Spring 2010



SOURCE: API based on spring 2010 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all 18 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE): 55.6 percent on the English/language arts test and 54.8 percent on the math test. All significant ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 650 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2009 must be at least 90 percent (or satisfy alternate improvement criteria). This is higher than was required by the CDE in prior years.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL
AYP
ADEQUATE YEARLY PROGRESS

Met AYP	**N/A***
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Met graduation rate	**N/A**
Program Improvement school in 2010	**No**

SOURCE: AYP is based on the Accountability Progress Report of December 2010. A school can be in Program Improvement based on students' test results in the 2009–2010 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● **MET GOAL** ● **DID NOT MEET GOAL** — **NOT ENOUGH STUDENTS**

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 55.6% ATTAIN PROFICIENCY ON THE CAHSEE?	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 54.8% ATTAIN PROFICIENCY ON THE CAHSEE?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of October 2010, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2009–2010 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

TESTED SUBJECT	2009–2010 LOW SCORES	2009–2010 HIGH SCORES	2008–2009 LOW SCORES	2008–2009 HIGH SCORES	2007–2008 LOW SCORES	2007–2008 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		79%		79%		76%
Average high school Percent Proficient or higher		49%		46%		44%
GEOMETRY						
Our school Percent Proficient or higher		66%		62%		56%
Average high school Percent Proficient or higher		24%		24%		21%
US HISTORY						
Our school Percent Proficient or higher		74%		76%		67%
Average high school Percent Proficient or higher		48%		47%		40%
BIOLOGY						
Our school Percent Proficient or higher		80%		79%		78%
Average high school Percent Proficient or higher		47%		42%		43%
LIFE SCIENCE (TENTH GRADE)						
Our school Percent Proficient or higher		83%		83%		80%
Average high school Percent Proficient or higher		47%		45%		41%

SOURCE: The scores for the CST are from the spring 2010 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 55 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 61 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE's Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You'll also find a **guide** to navigating the STAR Web site as well as help for understanding how to **compare test scores**.

WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT? California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we've selected biology (an elective) and the tenth grade life science test. For math, we've selected two courses, both of them electives: Algebra I, which students take if they haven't studied and passed it in eighth grade; and Geometry. In social studies, we've selected US History, which is taken by all juniors (eleventh graders). English/language arts summarizes the results of students in grades nine through eleven.

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		79%	99%	**SCHOOLWIDE AVERAGE:** About 30 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		45%	96%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		49%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

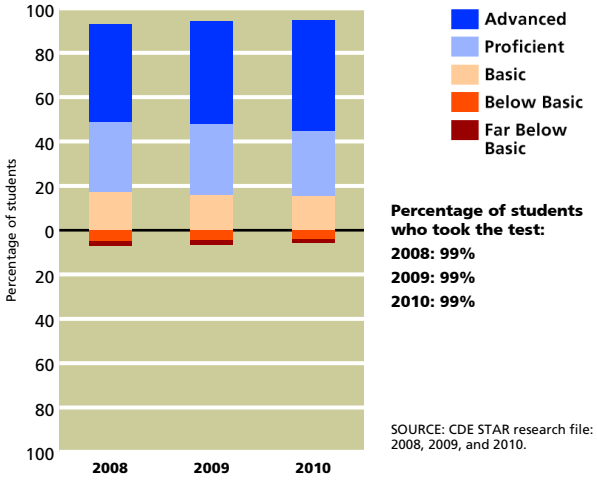
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		74%	1,068	**GENDER:** About nine percent more girls than boys at our school scored Proficient or Advanced.
Girls		83%	1,088	
English proficient		83%	1,994	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		30%	159	
Low income		60%	200	**INCOME:** About 21 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		81%	1,954	
Learning disabled		32%	110	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		82%	2,044	
Asian American		83%	677	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino		75%	57	
Hispanic/Latino		71%	230	
White/Other		79%	1,147	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for **English/language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts



SOURCE: CDE STAR research file: 2008, 2009, and 2010.

Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		58%	24%	**SCHOOLWIDE AVERAGE:** About 39 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		18%	30%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		19%	30%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

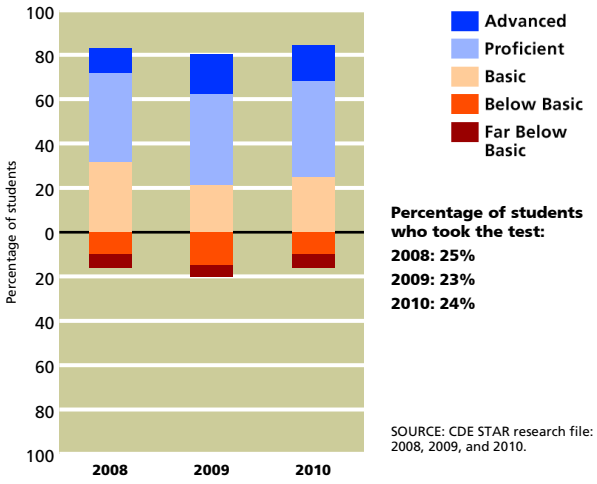
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		52%	263	**GENDER:** About 13 percent more girls than boys at our school scored Proficient or Advanced.
Girls		65%	255	
English proficient		59%	463	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		55%	53	
Low income		49%	66	**INCOME:** About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		60%	451	
Learning disabled		12%	43	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		62%	475	
Asian American		70%	81	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	17	
Hispanic/Latino		48%	88	
White/Other		57%	320	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took algebra is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 24 percent of our students took the algebra CST, compared with 30 percent of all high school students statewide. To read more about California's **math standards**, visit the CDE's Web site.

Three-Year Trend: Algebra I



SOURCE: CDE STAR research file: 2008, 2009, and 2010.

Geometry

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		66%	27%	**SCHOOLWIDE AVERAGE:** About 42 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		19%	26%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		24%	26%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

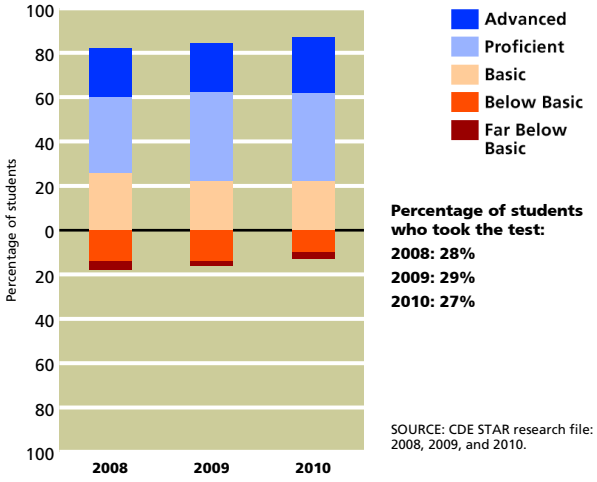
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		65%	313	**GENDER:** About two percent more girls than boys at our school scored Proficient or Advanced.
Girls		67%	287	
English proficient		66%	558	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		63%	41	
Low income		59%	50	**INCOME:** About seven percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		66%	550	
Learning disabled		20%	30	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		68%	570	
Asian American		77%	155	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	17	
Hispanic/Latino		47%	64	
White/Other		65%	348	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took geometry is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 27 percent of our students took the geometry CST, compared with 26 percent of all high school students statewide. To read more about the **math standards for all grades**, visit the CDE's Web site.

Three-Year Trend: Geometry



SOURCE: CDE STAR research file: 2008, 2009, and 2010.

US History

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		74%	99%	**SCHOOLWIDE AVERAGE:** About 26 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		44%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		48%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

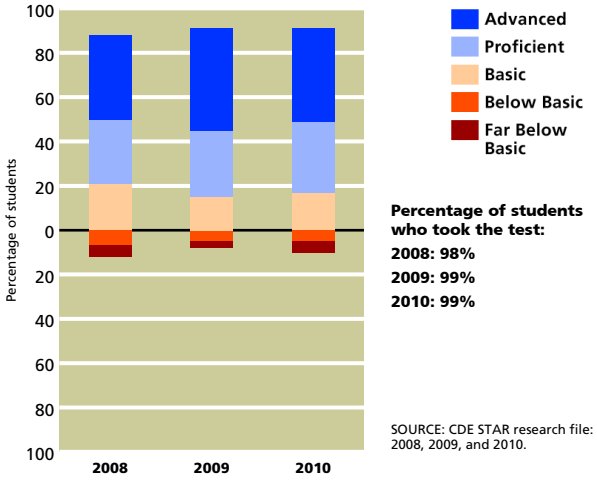
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		76%	336	**GENDER:** About four percent more boys than girls at our school scored Proficient or Advanced.
Girls		72%	357	
English proficient		76%	654	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		38%	39	
Low income		53%	58	**INCOME:** About 23 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		76%	635	
Learning disabled		32%	38	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		76%	655	
Asian American		79%	214	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	15	
Hispanic/Latino		73%	52	
White/Other		72%	402	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the eleventh grade **US history standards**, visit the CDE's Web site.

Three-Year Trend: US History



Percentage of students who took the test:
2008: 98%
2009: 99%
2010: 99%

SOURCE: CDE STAR research file: 2008, 2009, and 2010.

Biology

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		80%	55%	**SCHOOLWIDE AVERAGE:** About 33 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		42%	37%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		47%	36%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

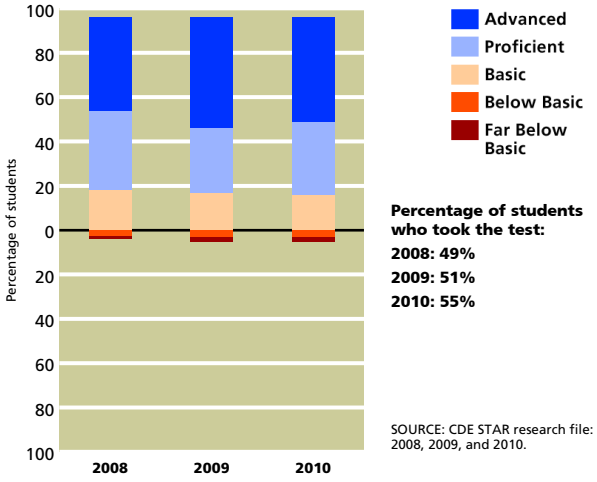
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		78%	553	**GENDER:** About three percent more girls than boys at our school scored Proficient or Advanced.
Girls		81%	656	
English proficient		82%	1,125	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		39%	82	
Low income		64%	102	**INCOME:** About 17 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		81%	1,107	
Learning disabled		35%	52	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		82%	1,157	
Asian American		84%	394	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino		70%	33	
Hispanic/Latino		74%	119	
White/Other		78%	641	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took biology is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 55 percent of our students took the biology CST, compared with 36 percent of all high school students statewide. To read more about the **California standards for science** visit the CDE's Web site.

Three-Year Trend: Biology



SOURCE: CDE STAR research file: 2008, 2009, and 2010.

Life Science (Tenth Grade)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		83%	98%	**SCHOOLWIDE AVERAGE:** About 36 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		43%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		47%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

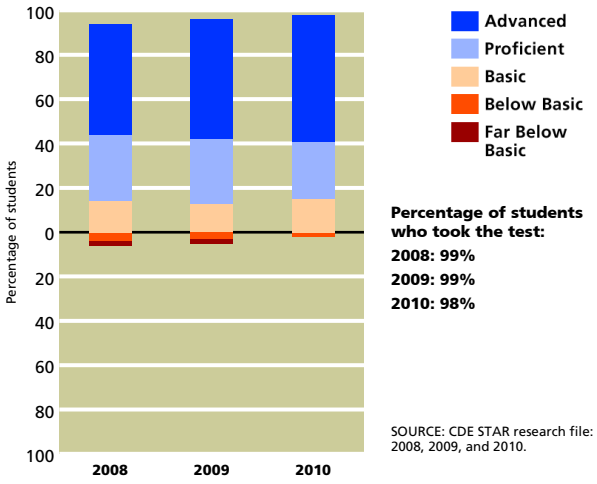
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		81%	358	**GENDER:** About four percent more girls than boys at our school scored Proficient or Advanced.
Girls		85%	342	
English proficient		85%	653	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		57%	46	
Low income		80%	60	**INCOME:** About three percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		83%	639	
Learning disabled		39%	38	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		85%	662	
Asian American		89%	233	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	20	
Hispanic/Latino		70%	77	
White/Other		82%	352	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our tenth grade students' scores on the mandatory life science test have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **science standards** on the CDE's Web site. Please note that some students taking this test may not have taken any science course in the ninth or tenth grade. In high school, science courses are electives.

Three-Year Trend: Life Science



SOURCE: CDE STAR research file: 2008, 2009, and 2010.

STUDENTS

Ethnicity

Most students at Crescenta Valley identify themselves as White/European American/Other. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	9%	7%
Asian American/ Pacific Islander	35%	11%	12%
Hispanic/Latino	10%	60%	47%
White/European American/ Other	55%	19%	33%

SOURCE: CBEDS census of October 2009. County and state averages represent high schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $40,793 a year (based on a family of four) in the 2009-2010 school year. At Crescenta Valley, seven percent of the students qualified for this program, compared with 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	7%	N/A	56%
Parents with some college	82%	48%	56%
Parents with college degree	65%	27%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2009–2010 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 82 percent of the students at Crescenta Valley have attended college and 65 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 65 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The table at the right shows average class sizes for core courses. For more information on our average class sizes, please contact the school directly.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	N/A	N/A	N/A
History	N/A	N/A	N/A
Math	N/A	N/A	N/A
Science	N/A	N/A	N/A

SOURCE: This information provided by the school district.

LEADERSHIP, TEACHERS, AND STAFF

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	1%	N/A	N/A
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	97%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	3%	N/A	N/A

SOURCE: Data on NCLB standards is from the California Department of Education, SARC research file. Information on teachers lacking a full credential provided by the school district.

PLEASE NOTE: Comparative data (county average and state averages) from some of the data reported in the SARC is unavailable due to problems the California Department of Education had with data collection last year.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "**highly qualified**." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation** (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state's schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	7%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	13%
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	5%

SOURCE: Data is from the California Department of Education, SARC research file.

considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state's schools are in this category.

The average percentage of courses in our district not taught by a "highly qualified" teacher is six percent, compared with one percent statewide. For schools with the highest percentage of low-income students, this factor is 13 percent, compared with zero percent statewide. For schools with the lowest percentage of low-income students, this factor is five percent, compared with zero percent statewide.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

ACADEMIC GUIDANCE COUNSELORS: More information about **counseling and student support** is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	8.0
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	0.0
Resource specialists	0.0

SOURCE: Data provided by the school district.

PREPARATION FOR COLLEGE AND THE WORKFORCE

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	57%	43%	38%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	553	474	495
SAT math	Average score of juniors and seniors who took the SAT math test	609	488	513
SAT writing	Average score of juniors and seniors who took the SAT writing test	560	475	494

SOURCE: SAT test data provided by the College Board for the 2008–2009 school year. County and state averages represent high schools only.

In the 2008–2009 academic year, 57 percent of Crescenta Valley students took the SAT, compared with 38 percent of high school students in California.

Crescenta Valley students' average score was 553 on the verbal portion of the SAT, compared with 495 for students throughout the state. Crescenta Valley students' average score was 609 on the math portion of the SAT, compared with 513 for students throughout the state. Crescenta Valley students' average score was 560 on the writing portion of the SAT, compared with 494 for students throughout the state.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
2009 graduates meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	56%	43%	37%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	12%	8%	7%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	10%	13%	12%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	41%	32%	29%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2009. Enrollment in UC/CSU qualifying courses comes from the CBEDS census of October 2009. County and state averages represent high schools only.

In the 2008–2009 school year, 56 percent of Crescenta Valley's graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared with 37 percent of students statewide. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the **California State University** system requires applicants to take in high school, which are referred to as the A-G course requirements, can be reviewed on the CSU's official Web site. The **University of California** has the same set of courses required.

Our **college attendance** data is limited to public colleges in California. Out of Crescenta Valley's 2009 graduating class, about 62 percent went on to enroll in some part of the California public college system, compared with 49 percent of students throughout the state. Here's the detail: 12 percent of the graduating class went to UC campuses; ten percent went to CSU campuses; and 41 percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years, including **Advanced Placement** (AP) courses. Some schools also offer students the opportunity to participate in the **International Baccalaureate** (IB) Diploma Programme. IB courses are offered in just 92 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and AP courses as the equivalent of a college course.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Enrollment in AP courses	Percentage of AP course enrollments out of total course enrollments	N/A	N/A	N/A

SOURCE: This information provded by the school district.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their material. The number of AP courses offered is one indicator of a school's commitment to prepare its students for college, but students' participation in those courses and their test results are, in part, a measure of student initiative. Please keep both of these considerations in mind as you review the facts below.

Students who take IB courses as part of the IB program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers no AP or IB courses.

More information about the **Advanced Placement program** is available from the College Board.

AP AND IB COURSES OFFERED	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	0	0	0
Computer Science	0	0	0
English	0	0	0
Foreign Language	0	0	0
Mathematics	0	0	0
Science	0	0	0
Social Science	0	0	0
Total	0	0	0

SOURCE: This information provided by the school district.

AP Exam Results, 2008–2009

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams	55%	30%	27%
Number of AP exams taken	Average number of AP exams each of these students took in 2008–2009	2.0	1.8	1.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	76%	53%	58%

SOURCE: AP exam data provided by the College Board for the 2008–2009 school year.

Here at Crescenta Valley, 55 percent of juniors and seniors took AP exams. In California, 27 percent of juniors and seniors in the average high school took AP exams. On average, those students took 2.0 AP exams, compared with 1.8 for students in the average high school in California.

California High School Exit Examination

Students first take the California High School Exit Examination (CAHSEE) in the tenth grade. If they don't pass either the English/language arts or math portion, they can retake the test in the eleventh or twelfth grades. Here you'll see a three-year summary showing the percentage of tenth graders who scored Proficient or Advanced. (This should not be confused with the passing rate, which is set at a somewhat lower level.)

Answers to **frequently asked questions** about the exit exam can be found on the CDE Web site. Additional information about the **exit exam results** is also available there. The table to the right shows how specific groups of tenth grade students scored on the exit exam in the 2009–2010 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2009–2010	86%	69%	54%
2008–2009	N/A	67%	52%
2007–2008	87%	71%	53%
Math			
2009–2010	87%	75%	53%
2008–2009	N/A	76%	53%
2007–2008	88%	74%	51%

SOURCE: California Department of Education, SARC research file.

Sample **questions and study guides** for the exit exam are available for students on the CDE Web site.

	ENGLISH/LANGUAGE ARTS			MATH		
CAHSEE RESULTS BY SUBGROUP	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	14%	20%	66%	13%	35%	52%
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	13%	16%	71%	4%	23%	73%
Filipino	14%	14%	71%	10%	52%	38%
Hispanic or Latino	15%	31%	55%	29%	45%	26%
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	14%	21%	65%	13%	40%	47%
Male	18%	23%	59%	11%	35%	54%
Female	10%	17%	73%	14%	35%	51%
Socioeconomically disadvantaged	23%	26%	51%	21%	41%	38%
English Learners	48%	29%	24%	24%	38%	37%
Students with disabilities	56%	25%	19%	57%	39%	5%
Students receiving migrant education services	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: California Department of Education, SARC research file. Scores are included only when 11 or more students are tested. When small numbers of students are tested, their average results are not very reliable.

Dropouts and Graduates

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2008–2009	1%	5%	4%
2007–2008	0%	5%	4%
2006–2007	0%	5%	4%
Graduation rate (four year)			
2008–2009	98%	79%	83%
2007–2008	100%	82%	85%
2006–2007	100%	80%	85%

SOURCE: Dropout data comes from the CBEDS census of October 2009. County and state averages represent high schools only.

DROPOUT RATE: Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2008–2009 school year or a student who hasn't re-enrolled in our school for the 2009–2010 year by October 2009.

Identifying dropouts has been difficult because students often do not let a school know why they are leaving or where they are going. Districts have begun to use Statewide Student Identifiers (SSID), which will increase their ability to find students who stop coming to school. This system also helps districts identify students who were considered a dropout at a school they left but in fact were enrolled in a different district. The data also allows the CDE to identify students reported by a school district as transferring to another California school district but who cannot be found enrolled elsewhere. These students are now properly counted as dropouts rather than transfers.

It will take a couple of years for the data to be completely accurate, because we need to track students from the time they enter high school. Once this tracking system has been in place for four years, our information will be much more accurate.

GRADUATION RATE: The **graduation rate** is an estimate of our school's success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress (AYP) and is part of California's way of determining a high school's Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

High School Completion

This table shows the percentage of seniors in the graduating class of 2010 who met our district's graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for all students, followed by the results for different groups of students.

These percentages are derived by dividing the number of twelfth grade students who met all graduation requirements and passed both portions of the CAHSEE by the number of students who were enrolled in the twelfth grade as of October 2009.

Students can retake all or part of the CAHSEE up to three times in their junior year and up to five times in their senior year. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation.

	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2010)	
STUDENT GROUPS	OUR SCHOOL	DISTRICT AVERAGE
All Students	97%	92
African American	100%	87
American Indian or Alaska Native	100%	100
Asian	97%	93
Filipino	96%	89
Hispanic or Latino	96%	89
Pacific Islander		
White (not Hispanic)	97%	91
Two or More Races		
Socioeconomically Disadvantaged	89%	83
English Learners	90%	67
Students with Disabilities	77%	66

More data about **CAHSEE results for the classes of 2009 and 2010**, and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

Career Technical Education

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

KEY FACTOR	OUR SCHOOL
Number of students participating in CTE courses	840
Percentage of students completing a CTE program and earning a high school diploma	19%
Percentage of CTE courses coordinated with colleges	100%

Programs and Courses

COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC/ROP?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Photography	School		Yes	Yes
Cinematography	School		Yes	Yes
Stage Arts (1-6)	School		Yes	No
Graphic Arts	School		Yes	No
Computer Applications	School		Yes	No
Robotics	School		Yes	No
Child Development	School		Yes	No
E-Marketing	School		Yes	No
Water Safety	School		Yes	No
Auto Detail	School		Yes	No
Retail Marketing	School		Yes	No
Computer Applications	ROP	Yes	Yes	No
Graphic Arts (1-4)	ROP	Yes	Yes	No
TV/Video Production	ROP	Yes	Yes	No
Emergency Medical Response	ROP	Yes	Yes	No
Emergency Medical Technician	ROP	Yes	Yes	No
Screen Printing	ROP	Yes	Yes	No
Biotechnology	ROP	Yes	Yes	No
Hospital Occupations	ROP	Yes	Yes	No

Advisors

If you'd like more information about the programs our school offers in career technical education, please speak with our staff. More information about career technical education policy is available on the **CDE Web site**.

FIELD OR INDUSTRY	COMMITTEE MEMBERS
Director of Student Services	Dr. Alex Rojas

» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2010–2011. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2009–2010 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.

TEACHERS

Teacher Vacancies

KEY FACTOR	2008–2009	2009–2010	2010–2011
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	633	531	620
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	5
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	1	3	0
Number of those classes where you replaced the absent teacher with a single new teacher	1	0	0

NOTES:

There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time, and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

Teacher Misassignments

A "misassigned" teacher is one who lacks the appropriate subject-area authorization for a class she is teaching. Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2008–2009	2009–2010	2010–2011
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	25	23	6
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES:.

Staff Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2009–2010	3.00
2008–2009	3.00
2007–2008	3.00

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

This information was collected on .

NOTES: All of our textbooks are the most recently approved by the State Board of Ed or our Local Governing Agency.

		ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
TAUGHT AT OUR SCHOOL?	SUBJECT	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
☒	**English**	☒	☒	☒	100%
☒	**Math**	☒	☒	☒	100%
☒	**Science**	☒	☒	☒	100%
☒	**Social Science**	☒	☒	☒	100%
☒	**Foreign Languages**	☒	☒	☒	100%
☒	**Health**	☒	☒	☒	100%
☒	**Visual/Performing Arts**	☒	☒	☒	100%

Textbooks in Use

Here are some of the textbooks we use for our core courses.

SUBJECT AND TITLE	PUBLISHER	YEAR ADOPTED
ENGLISH/LANGUAGE ARTS		
Holt Literature & Language	Holt, Rinehart & Winston	2003
American Lit and Comp.:Language of Literature	McDougall Littell	2003
MATH		
Algebra 1: Concepts & Skills	McDougall Littell	2003
Geometry by Jurgensen	McDougall Littell	2008
Trigonometry by Lial, Hornsby & Schneider	McDougall Littell	2008
Calculus	CPM	2008
SCIENCE		
California Biology, Johnson & Raven	Holt	2007
Physiology: Intro. to the Human Body, Torta & Grabowski	Wiley & Sons	2007
Chemistry: Matter & Change, Zumdahl	Glencoe	2007
California Physics, Serway & Faughn	Holt	2002
SOCIAL SCIENCE		
California World History the Modern World	Prentice Hall	2006
US History: Calif. Americn Anthem: Modern Am. History	Holt, Rinehart & Winston	2006
Macgruder's American Government	Prentice Hall	2006
Economics:Principles& Practices	Glencoe/McGraw Hill	2006

SCIENCE LABS

Many science courses require that students conduct experiments. This gives our students a chance to practice the scientific method, in effect, learning science by doing science. Those courses are what we call lab courses, and, of course, they require equipment and materials. The purpose of the Williams legislation is to inform citizens if our schools have the proper equipment, and enough of it, for students to succeed. This legislation only requires high schools to provide this information.

Please note that there is no state standard for equipping science labs. The next best authority we have to rely upon is the policy of our own school board. So you'll see in our report whether our school board has voted to approve a standard for equipping our science labs. If you have further questions about the condition of our science labs, we recommend you speak with your child's science teacher directly.

This report was completed on .

NOTES:

COURSE TITLE	DID THE DISTRICT ADOPT ANY RESOLUTIONS TO DEFINE "SUFFICIENCY"?	IS THERE A SUFFICIENT SUPPLY OF MATERIALS AND EQUIPMENT TO CONDUCT THE LABS?
Biology	☒	☒
Physiology	☒	☒
Kinesiology & Rehabilitation	☒	☒
Geoscience	☒	☒
Chemistry	☒	☒
Physics	☒	☒
AP Chemistry	☒	☒
AP Physics	☒	☒
AP Biology	☒	☒
Environmental Science	☒	☒

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

INSPECTORS AND ADVISORS: This report was completed on 12/14/10 by Richard Carroll. The most recent facilities inspection occurred on 3/5/09.

ADDITIONAL INSPECTORS: There were no other inspectors used in the completion of this form.

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
Overall Rating	**Exemplary**	No apparent problems
A. Systems	**good**	
1. Gas		No apparent problems
2. Mechanical/HVAC		No apparent problems
3. Sewer		No apparent problems
B. Interior Surfaces	**good**	
1. Interior Surfaces		No apparent problems
C. Cleanliness	**good**	
1. Overall cleanliness		No apparent problems
2. Pest/Vermin		No apparent problems
D. Electrical Components	**good**	
1. Electrical Components		No apparent problems
E. Restrooms/Fountains	**good**	
1. Restrooms		No apparent problems
2. Drinking Fountains		No apparent problems
F. Safety	**good**	
1. Fire Safety		No apparent problems
2. Hazardous Materials		No apparent problems

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
G. Structural	**good**	
1. Structural Damage		No apparent problems
2. Roofs/Gutters		No apparent problems
H. External	**good**	
1. Windows/Doors/Gates/Fences		No apparent problems
2. Playgrounds/School Grounds		No apparent problems

SCHOOL FINANCES, 2008–2009

We are required to report financial data from the 2008–2009 school year by the California Dept. of Education. More recent financial data is available on request from the district office.

Spending per Student

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA) for the 2008-2009 school year.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

$$\frac{\text{(SCHOOL AMOUNT – DISTRICT AVERAGE)}}{\text{DISTRICT AVERAGE}}$$

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
Unrestricted funds ($/student)	$4,304	$4,373	-1.58%	$5,653	-23.86%
Restricted funds ($/student)	$628	$1,323	-52.53%	$3,083	-79.63%
Total ($/student)	$4,933	$5,695	-13.38%	$8,736	-43.53%

Compensation for Staff with Teaching Credentials

To make comparisons possible across schools and districts of varying sizes, we report our compensation per full-time equivalent (FTE) certificated staff.* A teacher/administrator/pupil services person who works full-time counts as 1.0 FTE. Those who work only half-time count as 0.5 FTE.

CERTIFICATED STAFF*	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
Salary ($/certificated staff)	$70,630	$72,194	-2.17%	$72,020	-1.93%
Benefits ($/certificated staff)	$20,349	$21,162	-3.84%	$15,548	30.88%
Total ($/certificated staff)	$90,979	$93,357	-2.55%	$87,568	3.90%

* A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute, or temporary teachers and most administrators.

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card as well as data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.

STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	3,004
Black/African American	1%
American Indian or Alaska Native	0%
Asian	32%
Filipino	3%
Hispanic or Latino	10%
Pacific Islander	0%
White (not Hispanic)	54%
Two or more races	0%
Socioeconomically disadvantaged	8%
English Learners	7%
Students with disabilities	6%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2009. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	5
Grade 9	782
Grade 10	735
Grade 11	722
Grade 12	760

SOURCE: CBEDS, October 2009.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2007–2008	2008–2009	2009–2010
English	26	26	104
History	30	31	83
Math	27	27	122
Science	31	31	135

SOURCE: CBEDS, October 2009. Data for 2009–2010 provided by the school district.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

	2007–2008			2008–2009			2009–2010		
SUBJECT	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	53	19	48	53	20	49	14	7	7
History	15	22	50	14	17	54	12	5	3
Math	44	15	50	45	14	49	5	6	6
Science	9	18	52	9	15	52	6	3	9

SOURCE: CBEDS, October 2009. Data for 2009–2010 provided by the school district.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the "healthy fitness zone" on four, five, and all six tests. More information about **physical fitness testing and standards** is available on the CDE Web site.

	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
GRADE LEVEL	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	6%	21%	69%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information was the most recent available, for the 2008–2009 school year. Data is reported by Educational Data Systems.

Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2009–2010 school year, we had 206 suspension incidents. We had 16 incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2009–2010	7	9	16
2008–2009	8	9	16
2007–2008	6	10	17
Expulsions per 100 students			
2009–2010	1	0	1
2008–2009	0	0	1
2007–2008	0	0	1

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent high schools only.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district. We also present three years' of data about the number of teachers who lacked the appropriate subject-area authorization for one or more classes they taught.

	SCHOOL			DISTRICT
TEACHERS	**2007–2008**	**2008–2009**	**2009–2010**	**2009–2010**
With Full Credential	113	112	104	1,121
Without Full Credential	4	5	3	16
Teaching out of field	11	13	N/A	N/A

SOURCE: Information provided by the school district.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts, mathematics, science, and history/social science in grades nine through eleven. Student scores are reported as performance levels. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
English/ language arts	75%	79%	79%	59%	63%	66%	46%	50%	52%
History/social science	67%	73%	73%	52%	57%	60%	36%	41%	44%
Mathematics	57%	60%	62%	58%	60%	63%	43%	46%	48%
Science	80%	82%	83%	62%	64%	68%	46%	50%	54%

SOURCE: STAR results, spring 2010 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

	STUDENTS SCORING PROFICIENT OR ADVANCED			
STUDENT SUBGROUP	**ENGLISH/LANGUAGE ARTS 2009–2010**	**HISTORY/ SOCIAL SCIENCE 2009–2010**	**MATHEMATICS 2009–2010**	**SCIENCE 2009–2010**
African American	56%	46%	39%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	83%	79%	76%	89%
Filipino	75%	61%	58%	85%
Hispanic or Latino	71%	63%	45%	70%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	79%	72%	57%	82%
Two or more races	N/A	N/A	N/A	N/A
Boys	74%	75%	61%	81%
Girls	83%	70%	63%	85%
Socioeconomically disadvantaged	60%	57%	53%	80%
English Learners	30%	38%	54%	57%
Students with disabilities	34%	28%	20%	39%
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2010 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all high schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all high schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2007–2008	2008–2009	2009–2010
Statewide rank	10	10	10
Similar-schools rank	8	8	8

SOURCE: The API Base Report from December 2010.

API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

	ACTUAL API CHANGE			API
SUBGROUP	2007–2008	2008–2009	2009–2010	2009–2010
All students at the school	+9	+9	+3	883
Black/African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	+13	+1	+3	918
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+11	+16	+5	831
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+3	+14	+6	875
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	+23	+1	-3	811
English Learners	+23	+20	-55	778
Students with disabilities	-12	+58	-38	633

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL	DISTRICT	STATE
All students	883	842	767
Black/African American	N/A	788	686
American Indian or Alaska Native	N/A	N/A	728
Asian	918	935	890
Filipino	N/A	877	851
Hispanic or Latino	831	771	715
Pacific Islander	N/A	N/A	753
White (non Hispanic)	875	844	838
Socioeconomically disadvantaged	811	785	712
English Learners	778	761	692
Students with disabilities	633	646	580
Two or more races	N/A	N/A	807

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):
(a) a 95-percent participation rate on the state's tests
(b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests
(c) an API of at least 680 or growth of at least one point
(d) the graduation rate for the graduating class must be higher than 83.2 percent (or satisfy alternate improvement criteria).

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in December 2010.

Intervention Program: District Program Improvement (PI)

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 (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	4
Percentage of schools currently in PI	13%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2010.

DISTRICT EXPENDITURES

According to the CDE's SARC Data Definitions, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2009–10 data in most cases. Therefore, 2008–09 data are used for report cards prepared during 2010–11."

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the **CDE's Web site.**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2008–2009			
Total expenses	$217,571,164	N/A	N/A
Expenses per student	$8,471	$8,823	$8,736
FISCAL YEAR 2007–2008			
Total expenses	$225,716,392	N/A	N/A
Expenses per student	$8,270	$8,680	$8,594

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2008–2009

This table reports the salaries of teachers and administrators in our district for the 2008–2009 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	$42,451	$42,377
Midrange teacher's salary	$65,170	$67,667
Highest-paid teacher's salary	$88,157	$87,102
Average principal's salary (high school)	$130,504	$124,531
Superintendent's salary	$273,188	$223,323
Percentage of budget for teachers' salaries	42%	40%
Percentage of budget for administrators' salaries	5%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

SCHOOL COMPLETION AND PREPARATION FOR COLLEGE

Dropout Rate and Graduation Rate

The dropout rate is an estimate of the percentage of all students who drop out before the end of the school year (one-year rate). Graduation rate is an estimate of the four-year completion rate for all students.

KEY FACTOR	SCHOOL	DISTRICT	STATE
Dropout rate (one-year)			
2008–2009	1%	2%	4%
2007–2008	0%	2%	4%
2006–2007	0%	1%	4%
Graduation rate (four-year)			
2008–2009	98%	95%	83%
2007–2008	100%	94%	85%
2006–2007	100%	95%	85%

SOURCE: CBEDS October 2007–2009. District and state averages represent high schools only.

Courses Required for Admission to the University of California or California State University Systems

Number and percentage of students enrolled in the A-G courses required for admission to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	N/A	N/A	N/A
Percentage of graduates from class of 2009 who completed all courses required for UC/CSU admission	56%	44%	37%

SOURCE: CBEDS, October 2009, for the class of 2009. District and state averages represent high schools only.

College Entrance Exam Reasoning Test (SAT)

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average verbal, math, and writing scores of those students.

KEY FACTOR	2006–2007	2007–2008	2008–2009
Percentage of seniors taking the SAT	67%	67%	57%
Average critical reading score	528	549	553
Average math score	582	603	609
Average writing score	536	555	560

SOURCE: Original data from the College Board, for the class of 2009, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is fewer than 11. The College Board first introduced the writing test in 2005–2006.