

Allan F. Daily Continuation High School

School Accountability Report Card, 2010–2011
Glendale Unified School District



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



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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 2010–2011 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 continuation 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.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

http://www.schoolwisepress.com/sarc/links_2011_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, or would like to request a hardcopy version, please contact our school office.

How to Contact Our School

220 North Kenwood
Glendale, CA 91206
Principal: Dr. Christopher Coulter
Phone: (818) 247-4805

How to Contact Our District

223 North Jackson St.
Glendale, CA 91206
Phone: (818) 241-3111
<http://gusd.net/>



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» Principal's Message

As the only continuation high school in the Glendale Unified School District, Allan F. Daily High School offers students an alternative instructional program that affords them the opportunity to earn a high school diploma and acquire the academic and social skills needed to be productive members of society. The school's instructional program is guided by the school's core values: ethics, honor, and knowledge, while the mission is driven by its motto: Rigor, Relevance, Relationships. Rigor is characterized by high academic and behavioral expectations; Relevance is characterized by instructional strategies that make topics meaningful and related to students' personal lives; Relationships is characterized by a relatively small student body (260 students) and a low teacher to student ratio (1/20). These practices enable the school to customize an academic plan for every student and provide a caring and supportive learning environment, as evidenced by the school's safety record, graduation rate, WASC accreditation, and designation as a State Model Continuation High School.

Dr. Christopher Coulter, PRINCIPAL

Grade range and calendar

10–12

TRADITIONAL

Academic Performance Index

489

County Average: 545

State Average: 559

Student enrollment

298

County Average: 177

State Average: 140

Teachers

25

Students per teacher

12

School Expenditures

A combination of state and federal funding is used to cover all aspects of our instructional program. The State provides monies that cover the general operations of the school—e.g., staffing, building maintenance and repair, textbooks, etc. The state and federal government provide categorical monies—Title I, ELD, SBCP, etc.—that supplement the instructional program. Programs and services funded by categorical monies include, but are not limited to, reading intervention (Read-180), Bilingual Education Assistant, Teacher Specialist, supplemental books and supplies, and California High School Exit Exam (CAHSEE) intervention classes. Daily High School receives direct financial support from the Glendale PTA Council and the Glendale Educational Foundation that is earmarked for end-of-year activities, including graduation, visual and performing arts, science and technology, and health and fitness.

Safety

The number one priority at Daily High School is student safety. Safety is maintained through implementation of a comprehensive school safety plan. Before school, during passing periods, lunch, and at dismissal, campus security, administrators and a team of support personnel monitor the grounds and surrounding areas for safety. There are four wide-range cameras that are utilized to monitor the interior and main entrance/exit of campus. The school has a closed campus policy. Gates remain closed at all times, and visitors must enter campus through the main office, identify themselves, state the nature of their visit, and sign in. Additionally, students are not permitted to leave campus during the school day without parental permission.

The school safety plan was last revised and approved in March 2009. The plan, which we update once a year, covers a campus supervision plan and the safety procedures we follow in emergency situations. It includes safety procedures for earthquakes, fires, and intruders. We distribute parts of the safety plan to teachers, students, the police department, and the School Site Council. Communicating with parents during emergencies is of utmost importance. To contact parents during a crisis, our school uses the automated phone system, phone trees, and email trees. School safety drills are held periodically during the school year. The school participates in the annual statewide emergency stake out in the fall.

School safety is reinforced with a comprehensive dress code, discipline policy, and set of behavioral expectations. Discipline is progressive for minor violations, and may include counseling, parent conference, community service, loss of privileges, etc. Discipline following a serious infraction includes school suspension, change in academic program, involuntary transfer to another school, and expulsion from the school district. Students and parents receive a copy of the school rules prior to the beginning of the school year. These rules and expectations are reviewed in class during the first week of school. Incoming students and their parents are made aware of the rules and expectations during a two-week orientation class as part of their enrollment at Daily High School.

Career Technical Education

Daily High School offers a variety of career technical opportunities for students. For example, in Bistro students begin a career path in various techniques of cooking and food presentation. Students learn the value of good nutrition and restaurant operations. Through our Design and Mural classes, we have devised an apprenticeship in conjunction with Roger Dolin of Mural Environments, Inc. On-the-job training in child care is offered through work in our Young Parent Education nursery and through our Regional Occupation Program (ROP) child care classes. Our students have access to technical training in Automotive Repair, Cosmetology, and in Retail Marketing through off-campus ROP courses.

Additionally, Daily High School prepares students for the world of work through partnerships with the Glendale Youth Alliance which provides on-the-job training in many areas. Daily High School also maintains collaboration with Glendale Community College in the areas of technical education in culinary arts, Hospitality Program, Graphic Arts, and Child Care Training.

Buildings

Daily High School is a relatively new campus, built in 2001. There are no modular or portable classrooms on campus. We partner with a local church during statewide comprehensive academic testing, the YMCA for scheduled physical education classes, the public library for research projects, and local schools for sports activities.

Custodial staff cleans our school and provides excellent maintenance of our buildings and grounds. Students, teachers and other staff participate in various campus beautification projects, including the school garden.

Parent Involvement

Daily High School offers a variety of avenues to actively involve parents in their children’s education, including general communication, teacher conferences, counselor conferences, school activities, and school committees.

Daily uses trilingual communication in writing via the Parent/Student Handbook—which informs parents of important dates, graduation requirements, test dates, the school’s discipline policies, and other important information—and regular school mail, email, via telephone calls through Connect Ed., and via personal communication with staff members. The school promotes and expects parental involvement in conferences with teachers, counselors—particularly during 1802 meetings—and administrators. Additionally, parents are required to attend a three-hour parent/student orientation session as part of the students’ enrollment process. Parents also participate in the annual Back-to-School Night and Open House activities that are set aside to allow parents the opportunity to interact with teachers regarding academic/behavioral expectations and student progress. Finally, parents participate in various school committees such as School Site Council, District Advisory Council, and ad hoc committees such as the WASC and Model School Parent Focus Groups.

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.

Daily’s API was 489 (out of 1000). This is a decline of 78 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. Based on our 2009–2010 test results, we started the 2010–2011 school year with a base API of 567.

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.

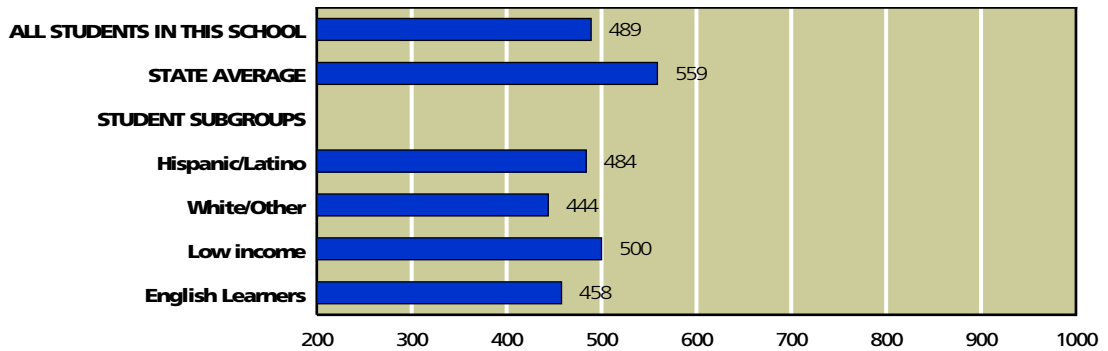
We did not meet some or all of our assigned growth targets during the 2010–2011 school year.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	No
Met growth target for prior school year	N/A
API score	489
Growth attained from prior year	-78
Met subgroup* growth targets	Yes

SOURCE: API based on spring 2011 test cycle. Growth scores alone are displayed and are current as of November 2011.

*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, Spring 2011



SOURCE: API based on spring 2011 test cycle. State average represents continuation 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 five 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) and the California Alternate Performance Assessment (CAPA): 66.7 percent on the English/language arts test and 66.1 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 710 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE or CAPA. Fourth, the graduation rate for the class of 2010 must be higher than 90 percent (or satisfy alternate improvement criteria).

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	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	N/A
Met subgroup* test score goals	N/A
Met schoolwide API for AYP	N/A
Met graduation rate	Yes
Program Improvement school in 2011	No

SOURCE: AYP is based on the Accountability Progress Report of November 2011. A school can be in Program Improvement based on students' test results in the 2010–2011 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 OR CAPA?	DID 66.7% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?	DID 95% OF STUDENTS TAKE THE CAHSEE OR CAPA?	DID 66.1% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?
SCHOOLWIDE RESULTS	●	●	●	●

SOURCE: AYP release of November 2011, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2010–2011 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 continuation 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	2010–2011		2009–2010		2008–2009	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school						
Percent Proficient or higher	8%		12%		6%	
Average continuation high school						
Percent Proficient or higher	10%		10%		9%	
GEOMETRY						
Our school						
Percent Proficient or higher	8%		2%		0%	
Average continuation high school						
Percent Proficient or higher	2%		2%		1%	
US HISTORY						
Our school						
Percent Proficient or higher	5%		11%		9%	
Average continuation high school						
Percent Proficient or higher	11%		10%		9%	
BIOLOGY						
Our school						
Percent Proficient or higher	11%		10%		4%	
Average continuation high school						
Percent Proficient or higher	12%		10%		7%	
LIFE SCIENCE (TENTH GRADE)						
Our school	NO DATA AVAILABLE N/A					
Percent Proficient or higher	N/A		5%		3%	
Average continuation high school						
Percent Proficient or higher	12%		11%		9%	

SOURCE: The scores for the CST are from the spring 2011 test cycle. State average represents continuation 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 56 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 62 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 and the tenth grade life science test. For math, we've selected two courses: 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			8%	100%	SCHOOLWIDE AVERAGE: About two percent fewer students at our school scored Proficient or Advanced than at the average continuation high school in California.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			10%	90%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			10%	91%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

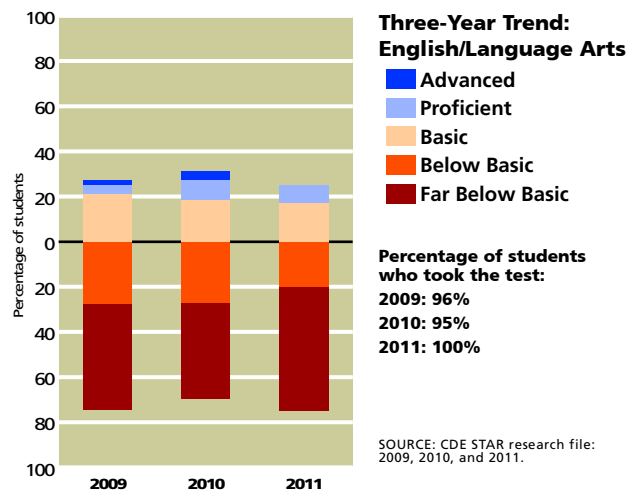
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			6%	76	GENDER: About two percent more girls than boys at our school scored Proficient or Advanced.
Girls			8%	40	
English proficient			8%	77	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			3%	39	
Low income			4%	83	INCOME: About nine percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			13%	33	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	17	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			8%	99	
Hispanic/Latino			6%	61	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.
White/Other			5%	47	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent continuation 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.



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			3%	34%	SCHOOLWIDE AVERAGE: About one percent fewer students at our school scored Proficient or Advanced than at the average continuation high school in California.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			3%	29%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			4%	37%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

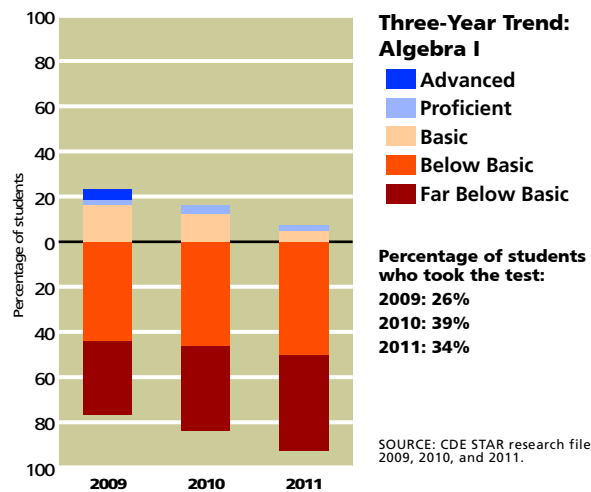
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	27	GENDER: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	13	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	25	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE		N/S	15	
Low income			3%	31	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	9	
Learning disabled	NO DATA AVAILABLE		N/A	8	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			3%	32	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	24	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.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	11	

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 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 34 percent of our students took the algebra CST, compared with 37 percent of all continuation high school students statewide. To read more about California's [math standards](#), visit the CDE's Web site.



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			8%	10%	SCHOOLWIDE AVERAGE: About six percent more students at our school scored Proficient or Advanced than at the average continuation high school in California.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			1%	12%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			2%	14%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

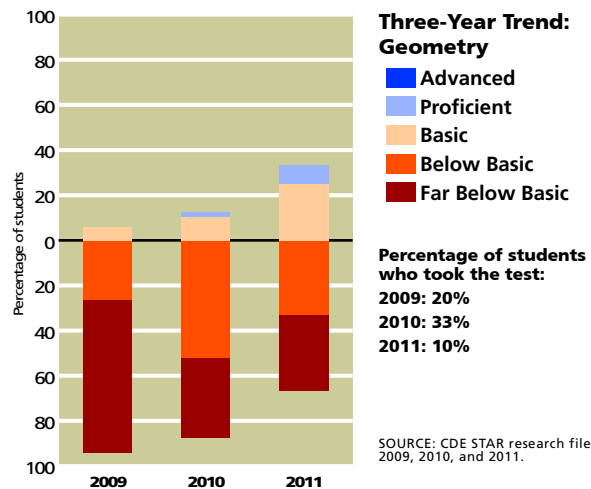
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	4	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	8	
English proficient	NO DATA AVAILABLE		N/A	10	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	2	
Low income	NO DATA AVAILABLE		N/A	8	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	4	
Learning disabled	NO DATA AVAILABLE		N/A	1	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	11	

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 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 ten percent of our students took the geometry CST, compared with 14 percent of all continuation high school students statewide. To read more about the [math standards for all grades](#), visit the CDE’s Web site.



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			5%	100%	SCHOOLWIDE AVERAGE: About six percent fewer students at our school scored Proficient or Advanced than at the average continuation high school in California.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			9%	90%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			11%	89%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

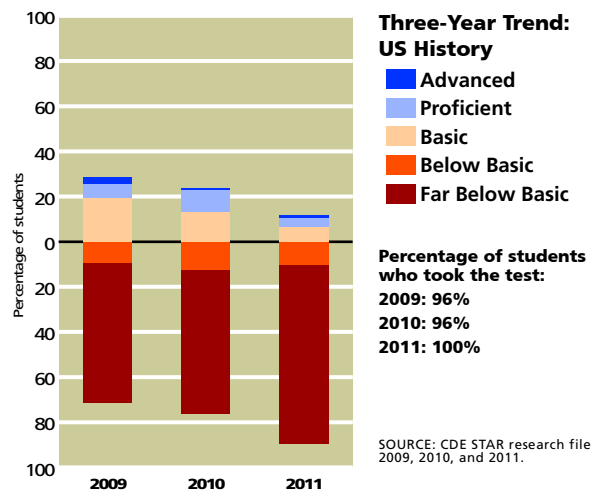
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			6%	68	GENDER: About three percent more boys than girls at our school scored Proficient or Advanced.
Girls			3%	37	
English proficient			7%	71	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			0%	34	
Low income			4%	75	INCOME: About three percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			7%	30	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	15	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			6%	90	
Hispanic/Latino			4%	54	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.
White/Other			2%	43	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent continuation 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.



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			11%	23%	SCHOOLWIDE AVERAGE: About one percent fewer students at our school scored Proficient or Advanced than at the average continuation high school in California.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			8%	21%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			12%	25%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

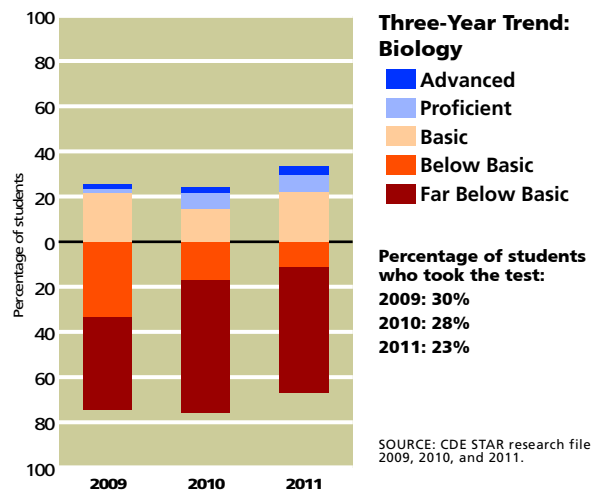
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	15	GENDER: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	12	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	20	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	7	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	18	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	9	
Learning disabled	NO DATA AVAILABLE		N/A	6	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	21	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	13	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.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	11	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent continuation 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 23 percent of our students took the biology CST, compared with 25 percent of all continuation high school students statewide. To read more about the [California standards for science](#) visit the CDE's Web site.



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	NO DATA AVAILABLE		N/A	82%	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			9%	84%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			12%	83%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

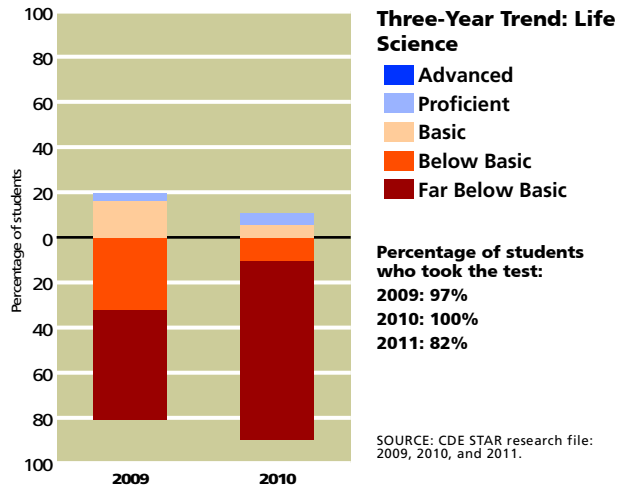
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	7	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	2	
English proficient	NO DATA AVAILABLE		N/A	6	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	3	
Low income	NO DATA AVAILABLE		N/A	7	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	2	
Learning disabled	NO DATA AVAILABLE		N/A	2	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	7	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent continuation 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.



STUDENTS

Students’ English Language Skills

At Daily, 76 percent of students were considered to be proficient in English, compared with 82 percent of continuation high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	76%	87%	82%
English Learners	24%	13%	18%

SOURCE: Language Census for school year 2010–2011. County and state averages represent continuation high schools only.

Languages Spoken at Home by English Learners, 2010–2011

Please note that this table describes the home languages of just the 71 students classified as English Learners. At Daily, the language these students most often speak at home is Armenian. In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	41%	94%	94%
Vietnamese	0%	0%	1%
Cantonese	0%	0%	0%
Hmong	0%	0%	1%
Filipino/Tagalog	4%	1%	1%
Korean	3%	0%	0%
Khmer/Cambodian	0%	0%	0%
All other	52%	5%	3%

SOURCE: Language Census for school year 2010–2011. County and state averages represent continuation high schools only.

Ethnicity

Most students at Daily identify themselves as Hispanic/Latino or White. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” 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	2%	10%	10%
Asian American/Pacific Islander	8%	3%	4%
Hispanic/Latino	47%	75%	62%
White	43%	10%	21%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2010. County and state averages represent continuation 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 2010–2011 school year. At Daily, 47 percent of the students qualified for this program, compared with 63 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	47%	63%	63%
Parents with some college	40%	31%	37%
Parents with college degree	24%	12%	13%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2010–2011 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 40 percent of the students at Daily have attended college and 24 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 32 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. The average class size of all courses at Daily varies from a low of 12 students to a high of 14. Our average class size schoolwide is 13 students. The average class size for continuation high schools in the state is 18 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	14	21	18
History	13	22	19
Math	13	19	17
Science	12	22	18

SOURCE: California Department of Education, SARC Research File. State and county averages represent continuation high schools only.

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	41%	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	0%	N/A	N/A
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	82%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	18%	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) for some of the data reported in the SARC is unavailable.

“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. About 18 percent of our teachers were working without full credentials.

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 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.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	6%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	7%
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.

Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. 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: Our school has six full-time equivalent academic counselors, which is equivalent to one counselor for every 53 students. Just for reference, California districts employed about one academic counselor for every 225 continuation high school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Academic counselors	5.6
Behavioral/career counselors	0.0
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	N/A	1%	0%
SAT critical reading	Average score of juniors and seniors who took the SAT critical reading test	N/A	478	498
SAT math	Average score of juniors and seniors who took the SAT math test	N/A	496	517
SAT writing	Average score of juniors and seniors who took the SAT writing test	N/A	480	497

SOURCE: SAT test data provided by the College Board for the 2009–2010 school year. County and state averages represent continuation high schools only.

The College Board did not report how many of Daily's students took the SAT.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
2010 graduates meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	1%	5%	2%

SOURCE: Enrollment in UC/CSU qualifying courses comes from CALPADS, October 2010. County and state averages represent continuation high schools only.

In the 2009–2010 school year, one percent of Daily's graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared with two 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.

Advanced Placement Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years, including [Advanced Placement \(AP\)](#) courses. These courses are intended to be the most rigorous and challenging courses available. Most colleges regard 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	0%	0%	0%

SOURCE: This information provided by the California Department of Education.

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.

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

More information about the [Advanced Placement program](#) is available from the College Board.

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

SOURCE: This information is provided by the California Department of Education.

AP Exam Results, 2009–2010

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	0%	0%	0%
Number of AP exams taken	Average number of AP exams each of these students took in 2009–2010	N/A	1.1	0.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	N/A	5%	26%

SOURCE: AP exam data provided by the College Board for the 2009–2010 school year.

Here at Daily, zero percent of juniors and seniors took AP exams. In California, zero percent of juniors and seniors in the average continuation high school took AP exams.

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.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2010–2011	N/A	74%	59%
2009–2010	13%	68%	54%
2008–2009	29%	64%	52%
Math			
2010–2011	N/A	75%	56%
2009–2010	36%	74%	54%
2008–2009	29%	73%	53%

SOURCE: California Department of Education, SARC research file.

The table that follows shows how specific groups of tenth grade students scored on the exit exam in the 2010–2011 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.

Sample [questions and study guides](#) for the exit exam are available for students on the CDE Web site.

CAHSEE RESULTS BY SUBGROUP	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	N/A	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A	N/A	N/A
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

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 2009–2010 school year or a student who hasn’t re-enrolled in school for the 2010–2011 year by October 2010.

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.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2009–2010	20%	25%	21%
2008–2009	N/A	31%	24%
2007–2008	24%	20%	20%
Graduation rate (four year)			
2009–2010	N/A	51%	58%
2008–2009	N/A	43%	52%
2007–2008	59%	41%	51%

SOURCE: Dropout data comes from CALPADS, October 2010. County and state averages represent continuation high schools only.

This tracking system needs to be in place for the students' full four years in high school to be completely accurate. As a result, the accuracy of this data will be much more reliable beginning with the graduating class of 2012.

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). 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.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2011. The CDE may release additional or revised data for the 2010–2011 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2010); Language Census (March 2011); California Standards Tests (spring 2011 test cycle); Academic Performance Index (November 2011 growth score release); Adequate Yearly Progress (November 2011).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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High School Completion

This table shows the percentage of seniors in the graduating class of 2011 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 2010.

Students can retake all or part of the CAHSEE up to two times in grade 11 and at least three times and up to five times in grade 12.* 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.

More data about [CAHSEE results for the classes of 2010 and 2011](#), and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

*See <http://www.cde.ca.gov/ta/tg/hs/cahseeqajune2010.asp#Q6> for more information about the CAHSEE.

STUDENT GROUPS	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2011)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	54%	
African American	2%	
American Indian or Alaska Native	0%	
Asian	3%	
Filipino	3%	
Hispanic or Latino	31%	
Pacific Islander	0%	
White (not Hispanic)	15%	
Two or More Races	2%	
Socioeconomically Disadvantaged	23%	
English Learners	23%	
Students with Disabilities	1%	

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	150
Percentage of students completing a CTE program and earning a high school diploma	0
Percentage of CTE courses coordinated with colleges	0

Programs and Courses

COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC/ROP?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Foods/Bistro	ROP	Yes	Yes	No
E-Marketing	ROP	Yes	Yes	No
Child Care	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
Automotive	Bob Adams
Employment Development	Carolyn Anderson
Transportation	Lucy Burghdorf
Dept. Rehabilitation	Robert DeBoisblanc
Employment Development	Bob Driffill
Police Department	Capt. Gregory Fish
Student resources	Alex Garcia
City government	Brady Griffin
Youth Employment	Aylin Isayan
Manufacturing	Debie Kukta
Chamber of Commerce	Jean Maluccio
Dept. Rehabilitation	Kathryn Matsumoto
Youth Development	Linda Maxwell
Entertainment	Joan McCarthy
Employment Development	Linda Patton-Finch
Parent	Svetik Safaryan
Education Consultant	Emma Sanchez Glenny
Fire Department	Harold Scoggins
Education	Dr. Cuauhtemoc Avila
Community College	Jan Swinton
Child Care	Dr. Kelly King
Youth Employment	Evelyn Van Orden
Elected School Board	Joylene Wagner

» Adequacy of Key Resources 2011–2012

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2011–2012. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2010–2011 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.



TEACHERS

Teacher Vacancies

KEY FACTOR	2009–2010	2010–2011	2011–2012
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	78	73	59
Number of classes that lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	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	2009–2010	2010–2011	2011–2012
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	1	0	0
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 we set aside for the past three years for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2010–2011	3.00
2009–2010	3.00
2008–2009	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.

All of our textbooks are approved by the State Board of Education or our Local Governing Agency:

This information was collected on 11/30/2009.

NOTES:

TAUGHT AT OUR SCHOOL?	SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
		STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
<input checked="" type="checkbox"/>	English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Math	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Social Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Foreign Languages	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Visual/Performing Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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		
English - Holt Literature & Language	Holt, Rinehart & Winston	2003
American Lit & Comp	McDougal Littell	2003
MATH		
Geometry: Geometry by Jurgensen	McDougal Littell	2003
Algebra: Basic Algebra	McDougal Littell	2008
SCIENCE		
Biology: California Biology, by Johnson & Raven	Holt	2007
Geoscience: Earth Science by Allison, DeGaetano & Paachoff	Holt	2007
SOCIAL SCIENCE		
California World History, The Modern World	Prentice Hall	2006
California American Anthem - MModern American History	Holt, Rinehart & Winston	2006
American Government	Prentice Hall	2006
Economics: Principles and 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 on 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 11/30/2009.

NOTES: Daily is a continuation high school and does not have traditional science labs.

COURSE TITLE	DID THE DISTRICT ADOPT ANY RESOLUTIONS TO DEFINE "SUFFICIENCY"?	IS THERE A SUFFICIENT SUPPLY OF MATERIALS AND EQUIPMENT TO CONDUCT THE LABS?
	<input type="checkbox"/>	<input type="checkbox"/>

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 03/11/2011 by Edward Zung. The most recent facilities inspection occurred on 12/20/2010.

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		Hole in the wall
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. Rest Rooms/Fountains	Good	
1. Rest Rooms		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, 2009–2010

We are required by the California Dept. of Education to report financial data from the 2009–2010 school year. 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).

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:

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

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
Unrestricted funds (\$/student)	\$1,288	\$4,059	-68%	\$5,513	-77%
Restricted funds (\$/student)	\$6,416	\$1,684	281%	\$2,939	118%
Total (\$/student)	\$7,704	\$5,744	34%	\$8,452	-9%

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)	\$87,303	\$73,624	19%	\$71,246	23%
Benefits (\$/certificated staff)	\$24,996	\$22,954	9%	\$16,062	56%
Total (\$/certificated staff)	\$112,299	\$96,578	16%	\$87,308	29%

* 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 additional information about students, teachers, student performance, accountability, and district expenditures.



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	298
Black/African American	2%
American Indian or Alaska Native	0%
Asian	3%
Filipino	5%
Hispanic or Latino	47%
Pacific Islander	0%
White (not Hispanic)	43%
Two or more races	1%
Ethnicity not reported	0%
Socioeconomically disadvantaged	61%
English Learners	61%
Students with disabilities	9%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2010. 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	0
Grade 9	0
Grade 10	2
Grade 11	50
Grade 12	246

SOURCE: CALPADS, October 2010.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2008–2009	2009–2010	2010–2011
English	13	10	14
History	12	17	13
Math	12	15	13
Science	11	10	12

SOURCE: CALPADS, October 2010. 2009–2010 data provided by the school district.

Average Class Size by Core Course, Detail

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

SUBJECT	2008–2009			2009–2010			2010–2011		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	19	1	0	19	0	0	16	0	0
History	25	0	0	10	0	0	15	0	0
Math	12	0	0	8	0	0	10	0	0
Science	7	0	0	8	0	0	6	0	0

SOURCE: CALPADS, October 2010. 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.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	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	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2010–2011 school year.

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.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2010–2011	33	33	N/A
2009–2010	36	36	48
2008–2009	49	49	47
Expulsions per 100 students			
2010–2011	0	0	N/A
2009–2010	1	1	2
2008–2009	2	2	2

SOURCE: Data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent continuation high schools only.

During the 2010–2011 school year, we had 97 suspension incidents. We had one expulsion incident. 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.

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.

TEACHERS	SCHOOL			DISTRICT
	2008–2009	2009–2010	2010–2011	2010–2011
With Full Credential	18	13	N/A	N/A
Without Full Credential	1	1	N/A	N/A
Teaching out of field	5	N/A	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.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/ language arts	5%	12%	8%	63%	66%	68%	49%	52%	54%
History/social science	9%	10%	4%	57%	60%	63%	41%	44%	48%
Mathematics	4%	3%	3%	60%	63%	64%	46%	48%	50%
Science	3%	5%	0%	65%	68%	72%	50%	54%	57%

SOURCE: STAR results, spring 2011 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.

STUDENT SUBGROUP	STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/LANGUAGE ARTS 2010–2011	HISTORY/ SOCIAL SCIENCE 2010–2011	MATHEMATICS 2010–2011	SCIENCE 2010–2011
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	8%	3%	6%	N/A
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	4%	3%	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Boys	8%	4%	3%	0%
Girls	8%	4%	4%	0%
Socioeconomically disadvantaged	4%	3%	4%	0%
English Learners	3%	0%	0%	0%
Students with disabilities	0%	0%	0%	0%
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2011 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 continuation 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 continuation 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	2008–2009	2009–2010	2010–2011
Statewide rank	N/A	N/A	N/A
Similar-schools rank	N/A	N/A	N/A

SOURCE: The API Base Report from December 2011.

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.

SUBGROUP	ACTUAL API CHANGE			API
	2008–2009	2009–2010	2010–2011	2010–2011
All students at the school	-89	+32	-78	489
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	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	-92	484
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	-128	444
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	N/A	-54	500
English Learners	N/A	N/A	-81	458
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

API Scores by Subgroup

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

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	40	489	19,281	851	4,683,676	778
Black/African American	1	N/A	255	801	317,856	696
American Indian or Alaska Native	0	N/A	39	817	33,774	733
Asian	3	N/A	2,427	944	398,869	898
Filipino	1	N/A	1,298	893	123,245	859
Hispanic or Latino	22	484	4,284	778	2,406,749	729
Pacific Islander	0	N/A	20	913	26,953	764
White (non Hispanic)	13	444	10,852	854	1,258,831	845
Two or more races	0	N/A	98	900	76,766	836
Socioeconomically disadvantaged	26	500	8,953	798	2,731,843	726
English Learners	27	458	7,814	771	1,521,844	707
Students with disabilities	3	N/A	1,862	661	521,815	595

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

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 710 or growth of at least one point
- (d) the graduation rate for the graduating class must be higher than 90 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 2011.

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	1 of 3
The year the district entered PI	2011
Number of schools currently in PI	11
Percentage of schools currently in PI	34%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2011.

DISTRICT EXPENDITURES

According to the CDE, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2010–11 data in most cases. Therefore, 2009–10 data are used for report cards prepared during 2011–12."

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 2009–2010			
Total expenses	\$212,092,576	N/A	N/A
Expenses per student	\$8,325	\$8,543	\$8,452
FISCAL YEAR 2008–2009			
Total expenses	\$217,571,164	N/A	N/A
Expenses per student	\$8,471	\$8,823	\$8,736

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2009–2010

This table reports the salaries of teachers and administrators in our district for the 2009–2010 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	\$42,017
Midrange teacher's salary	\$65,170	\$67,294
Highest-paid teacher's salary	\$88,157	\$86,776
Average principal's salary (high school)	\$130,744	\$123,331
Superintendent's salary	\$286,847	\$226,417
Percentage of budget for teachers' salaries	41%	38%
Percentage of budget for administrators' salaries	5%	5%

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)			
2009–2010	20%	20%	21%
2008–2009	N/A	N/A	24%
2007–2008	24%	24%	20%
Graduation rate (four-year)			
2009–2010	N/A	N/A	58%
2008–2009	N/A	N/A	52%
2007–2008	59%	59%	51%

SOURCE: CALPADS, October 2010. District and state averages represent continuation high schools only.

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

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	29%	29%	42%
Percentage of graduates from class of 2010 who completed all courses required for UC/CSU admission	1%	1%	2%

SOURCE: CALPADS, October 2010, for the class of 2010. District and state averages represent continuation 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 critical reading, math, and writing scores of those students.

KEY FACTOR	2007–2008	2008–2009	2009–2010
Percentage of seniors taking the SAT	3%	0%	N/A
Average critical reading score	N/A	N/A	N/A
Average math score	N/A	N/A	N/A
Average writing score	N/A	N/A	N/A

SOURCE: Original data from the College Board, for the class of 2010, 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.