

CRESCENTA VALLEY HIGH SCHOOL

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Crescenta Valley High	District Name	Glendale Unified
Street	2900 Community Ave.	Phone Number	(818) 241-3111
City, State, Zip	La Crescenta, CA, 91214	Web Site	www.gusd.net
Phone Number	(818) 249-5871	Superintendent	Dr. Richard Sheehan
Principal	Dr. Michele Doll, Principal	E-mail Address	dsheehan@gusd.net
E-mail Address	mdoll@gusd.net	CDS Code	19645681932144

School Description and Mission Statement (School Year 2011–12)

Crescenta Valley High School, the educational nucleus of our unique foothill community, guarantees our students the opportunity to attain the skills and values necessary to function as responsible and productive members of society, through our safe and caring environment, and our flexible, multicultural, technological instructional program which extends into the global community.

Opportunities for Parental Involvement (School Year 2011–12)

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 Parent, Teacher, Student Association (PTSA). The involvement of parents is instrumental to the success of the school.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	695
Grade 3		Grade 10	715
Grade 4		Grade 11	787
Grade 5		Grade 12	709
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	2,906

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.9%
American Indian or Alaska Native	0.2%
Asian	30.7%
Filipino	3.2%
Hispanic or Latino	12.1%
Native Hawaiian or Pacific Islander	0.3%
White	51.9%
Two or More Races	0.7%
Socioeconomically Disadvantaged	13.3%
English Learners	14.2%
Students with Disabilities	5.8%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	14	7	7	29.9	19	9	56	29.3	19	22	50
Mathematics	27.9	5	6	6	30.6	14	14	56	31.8	8	20	52
Science	31	6	3	9	31.9	6	8	51	32.6	7	7	51
Social Science	22.7	12	5	3	30.5	11	12	40	31.5	8	13	45

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011–12)

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 2011. 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.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	40	7	6	24	6	6
Expulsions	1	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

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 building, a library-career-media center, an additional gymnasium, as well as extensive upgrades to all existing classrooms and landscaping.

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.

For the 2011-2012 school year, Glendale Unified School District passed a bond measure to bring in technology upgrades, solar panels for energy efficiency and science lab upgrades. The extensive upgrades and construction will begin in the fall of 2012.

School Facility Good Repair Status (School Year 2012–13) as of : 1/25/13

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer					
Interior: Interior Surfaces					Ceiling tiles need to be replaced/work order processed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation					
Electrical: Electrical					
Restrooms/Fountains: Restrooms, Sinks/ Fountains					
Safety: Fire Safety, Hazardous Materials					
Structural: Structural Damage, Roofs					
External: Playground/School Grounds, Windows/ Doors/Gates/Fences					
Overall Rating	X				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	104	97	104	1,110
Without Full Credential	3	8	0	1
Teaching Outside Subject Area of Competence (with full credential)	2	0	2	44

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	6	1	0
Total Teacher Misassignments*	6	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	98.76%	1.24%
All Schools in District	99.45%	0.55%
High-Poverty Schools in District	99.77%	0.23%
Low-Poverty Schools in District	98.69%	1.31%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	600
Counselor (Social/Behavioral or Career Development)	2	
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)	1	
Psychologist	2	
Social Worker		
Nurse	1	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)		
Other		

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt, Rienhart & Winston – English: Holt Literature/2003 McDougal Littell – World Literature/2008 Holt, Rinehart & Winston – Adventures in Ameri. Literature/2003 Hampton, Brown – Edge/Reading, Writing & Language/2010	Yes	0%
Mathematics	Houghton Mifflin Co. – Algebra 1/2000	Yes	0%

	<p>Holt, Rinehart & Winston – Algebra 2/2008</p> <p>McDougal Littell – Pre-algebra/2009</p> <p>Addison Wesley – Intro to State by De Veaux, Velleman, Bock/2009</p> <p>Glencoe/McGraw-Hill – Geometry Concepts & Skill/2008</p> <p>Pearson – Trigonometry/2005</p> <p>W.H. Freeman & Co.-The Practice of Statistics Yates, Moore & Starnes/2009</p>		
Science	<p>Thomas – college Physics, Scerway/Faughn/2007</p> <p>Glencoe – Chemistry:Matter & Change, CA edition/2007</p> <p>McDougal Littell – Earth Science Spalding, Namowitz/2007</p> <p>Wiley – Anatomy & Physiology from Science to Life/2007</p> <p>Prentice Hall – Biology California/2007</p>	Yes	0%
History-Social Science	<p>Prentice Hall – California World History/The Modern World/2006</p> <p>Holt, Rinehart & Winston – California American Anthem/Modern American/2006</p> <p>Prentice/Pearson – Macgruder’s American Government/2006</p> <p>Glencoe/McGraw-Hill-Economics:Principles & Practices/2006</p>	Yes	0%
Foreign Language	<p>Glencoe – Bon Voyage/2005</p> <p>McDougal Littell - En Espanol/2005</p>	Yes	0%
Health	Holt – Lifetime Health/2004	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,696	\$540	\$4,156	\$72,353
District			\$4,101	\$70,145
Percent Difference – School Site and District			1%	3%
State			\$5,455	\$68,835
Percent Difference – School Site and State			-24%	5%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong Parent, Teacher, Student Association (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.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,451	\$41,455
Mid-Range Teacher Salary	\$65,170	\$66,043
Highest Teacher Salary	\$88,157	\$85,397
Average Principal Salary (Elementary)	\$106,154	\$106,714
Average Principal Salary (Middle)	\$118,692	\$111,101
Average Principal Salary (High)	\$128,189	\$121,754
Superintendent Salary	\$259,000	\$223,357
Percent of Budget for Teacher Salaries	41.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

Note: For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	79%	80%	80%	66%	68%	71%	52%	54%	56%
Mathematics	62%	62%	63%	63%	64%	67%	48%	50%	51%
Science	83%	85%	82%	68%	72%	73%	54%	57%	60%
History-Social Science	73%	77%	72%	60%	63%	61%	44%	48%	49%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	71%	67%	73%	61%
All Students at the School	80%	63%	82%	72%
Male	76%	63%	80%	73%
Female	85%	64%	83%	71%
Black or African American	80%	40%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	87%	80%	88%	81%
Filipino	80%	67%	96%	75%
Hispanic or Latino	72%	49%	67%	61%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	78%	57%	81%	70%
Two or More Races	82%	50%	0%	71%
Socioeconomically Disadvantaged	69%	57%	73%	62%
English Learners	22%	46%	38%	29%
Students with Disabilities	44%	34%	38%	30%
Students Receiving Migrant Education Services				

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	85%	89%	85%	68%	74%	71%	54%	59%	56%
Mathematics	88%	87%	89%	74%	75%	79%	54%	56%	58%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29%	26%	45%	21%	39%	40%
All Students at the School	15%	24%	61%	11%	36%	53%
Male	20%	28%	52%	11%	35%	54%
Female	10%	19%	71%	11%	37%	52%
Black or African American						
American Indian or Alaska Native						
Asian	12%	19%	69%	2%	19%	78%
Filipino	8%	27%	65%	4%	38%	58%
Hispanic or Latino	30%	28%	42%	23%	54%	23%
Native Hawaiian or Pacific Islander						
White	14%	25%	61%	13%	41%	45%
Two or More Races						
Socioeconomically Disadvantaged	22%	24%	54%	17%	33%	50%
English Learners	70%	23%	7%	24%	42%	34%
Students with Disabilities	63%	26%	11%	52%	37%	11%

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

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.00%	18.40%	61.80%

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	10	10	10
Similar Schools	8	8	8

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	3	8	-1
Black or African American			
American Indian or Alaska Native			
Asian	3	8	7
Filipino			
Hispanic or Latino	5	15	-7
Native Hawaiian or Pacific Islander			
White	6	8	-5

Two or More Races			
Socioeconomically Disadvantaged	-3	41	0
English Learners	-55	0	-15
Students with Disabilities	-40	34	-12

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	2,132	891	19,456	858	4,664,264	788
Black or African American	14	848	238	836	313,201	710
American Indian or Alaska Native	5		41	840	31,606	742
Asian	632	935	2,376	946	404,670	905
Filipino	71	894	1,308	895	124,824	869
Hispanic or Latino	261	837	4,395	790	2,425,230	740
Native Hawaiian or Pacific Islander	8		21	888	26,563	775
White	1,122	878	10,834	862	1,221,860	853
Two or More Races	16	920	204	921	88,428	849
Socioeconomically Disadvantaged	289	849	9,348	808	2,779,680	737
English Learners	299	764	7,710	783	1,530,297	716
Students with Disabilities	127	653	1,684	658	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		37.5%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web page* at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		4.6	2.7		7.9	6.7		16.6	14.4
Graduation Rate		93.81	95.40		85.54	87.61		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	98%	90%	N/D
Black or African American	0%	1%	N/D
American Indian or Alaska Native	0%	0%	N/D
Asian	36%	22%	N/D
Filipino	0%	0%	N/D
Hispanic or Latino	11%	19%	N/D
Native Hawaiian or Pacific Islander	0%	0%	N/D
White	51%	57%	N/D
Two or More Races	0%	0%	N/D
Socioeconomically Disadvantaged	12%	85%	N/D
English Learners	12%	79%	N/D
Students with Disabilities	5%	72%	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

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 student an opportunity to engage in hands-on learning with many options for the future.

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	893
Percent of pupils completing a CTE program and earning a high school diploma	26.8%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	78.9%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	63.4%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	14	
Fine and Performing Arts	1	
Foreign Language	3	
Mathematics	10	
Science	11	
Social Science	16	
All courses	55	10.7%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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

3 school days are dedicated for staff development.