Piedmont Hills High School

1377 Piedmont Rd. • San Jose, CA, 95132 • 408.347.3800 • Grades 9-12
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2012-13 School Accountability Report Card
Published During the 2013-14 School Year

About the SARC

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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 408.347.3800.

School Description

Welcome to Piedmont Hills High School, home of the Pirates. Here you will find teachers, students, parents and administration working together to ensure the best learning environment for all students. Students are enrolled in courses to prepare them to attend four-year colleges and universities around the country. Challenging and rigorous curriculum is enriched by a variety of athletic teams, student clubs and community service organizations. The school offers AP courses in Spanish, French, European History, World History, US History, American Government, Micro Economics, Macro Economics, Computer Science, English Language, English Literature, Biology, Physics, Calculus AB and BC, and Statistics. The performing arts department curriculum includes drama, choir, orchestra, jazz band, and advanced band. World languages include Vietnamese, French, Spanish and Chinese. A well rounded, comprehensive, high school experience is waiting for each and every student.

Opportunities for Parental Involvement

The school has an active school site council and parent booster clubs. The school uses of School Loop and Teleparent to effectively communicate with parent and students.
Contact Person: Traci Williams   408-347-3810

Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Gr. 9	544
Gr. 10	567
Gr. 11	575
Gr. 12	523
Total	2,209

Average Class Size and Class Size Distribution												
Average Class Size			**Number of Classrooms***									
			1-20			**21-32**			**33+**			
Year	**11**	**12**	**13**	**11**	**12**	**13**	**11**	**12**	**13**	**11**	**12**	**13**
English	30.7	30.4	25	9	8	13	22	29	36	42	40	36
Math	31.5	30.6	29	9	10	14	5	10	15	45	41	46
Science	32	33.3	30	6	3	11	4	7	7	51	48	52
SS	30.8	32.8	27	7	3	17	4	6	13	38	29	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, English, Math, Science and Social Science (SS), rather than grade level.

Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	3.8
American Indian or Alaska Native	0.6
Asian	53.1
Filipino	9.2
Hispanic or Latino	21.1
Native Hawaiian/Pacific Islander	0.8
White	9.2
Two or More Races	2.1
Socioeconomically Disadvantaged	27.3
English Learners	31.3
Students with Disabilities	7.3

Suspensions and Expulsions			
School	**10-11**	**11-12**	**12-13**
Suspensions Rate	7.4	6.52	2.49
Expulsions Rate	0	0.2	0.05
District	**10-11**	**11-12**	**12-13**
Suspensions Rate	11.87	15.53	5.05
Expulsions Rate	0.14	0.1	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

With the implementation of SB 187 all schools in the ESUHSD are required to write and annually review the school's comprehensive safety plan. In addition to the process for the annual review of safety plans, SB 187 identifies the essential elements of a comprehensive school safety plan. These elements include a site-based assessment of the current status of school safety issues, school crime and appropriate strategies and programs that will provide or maintain a high level of school safety. Piedmont Hills' Comprehensive Safety Plan was reviewed and updated last spring and has been approved by the School Site Council and the ESUHSD Board of Education. The entire plan is posted on the school web site. Piedmont Hills endeavors to provide a safe, clean and comfortable learning environment for its students.

The campus is monitored throughout the day by school administration, campus monitor, advisors, San Jose Police Officer and several teachers who serve on the safety team. Monthly community partnership safety meeting are held with advisors, the APA, campus monitor, and staff from nearby feeder schools to discuss safety issues which may impact our school communities. The school safety team is comprised of the APA, advisors, campus monitor, teachers, students, and parents and meets to discuss campus safety issues. Piedmont Hills High School is a closed campus and all visitors must check in at the administration building and receive a visitors badge before entering campus.

School Facility Conditions and Planned Improvements (School Year 2013-14)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- • Description of the safety, cleanliness, and adequacy of the school facility
- • Description of any planned or recently completed facility improvements
- • The year and month in which the data were collected
- • Description of any needed maintenance to ensure good repair

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Year and month in which data were collected: September 2013

Overview
The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Cleaning Process and Schedule
The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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

Age Of School Buildings
Although the main school campus was constructed in 1966, portable buildings have been added to accommodate modernization as well as science, special education, and mathematics classes.

Modernization Projects
Physical Education restroom modernization was completed in August 2008.
The softball field renovation was completed April 2010.
Solar panel installation in the student parking lot was completed by March 2011.
Campus wide painting project – completed August 2012
The new auxiliary gym completed July 2013.
Track resurfacing completed August 2013.
Main Gym bleacher and floor replacement completed August 2013.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[ ]	[X]	Admin Bldg & Bldg B : Heating issues-Action/plan-Site to submit work order and M&O to schedule repair. Bldg C & E: Thermostat issues-Action/plan-Site to submit work order and M&O to schedule repair. Bldg G & K: AC & Heating issues-Action/plan-Site to submit work order and M&O to schedule repair. Bldg L: Two of the three AC units are inoperable-Action/plan-Site to submit work order and M&O to schedule repair. Bldg I: Heating units inoperable-Action/plan-Site to submit work order and M&O to schedule repair. Boy's & girl's locker room: AC issues-Action/plan-Site to submit work order and M&O to schedule repair. Food services: No AC-Action/plan-Action/plan-Site to submit work order and M&O to schedule repair. Portable C: AC issues-Action/plan-Site to submit work order and M&O to schedule repair. Bldg B: sewer always clogged-Action/plan-Site to submit work order and M&O to schedule repair. Food services: sewer always backed up-Action/plan-Site to submit work order and M&O to schedule repair.
Interior: Interior Surfaces	[ ]	[ ]	[X]	Bldg G: wall & ceiling issues -Action/plan-Site to submit work order and M&O to schedule repair. Bldg K-1: floor tiles. Action/plan-Site to submit work order and M&O to schedule repair. Boy's & Girl's locker room in poor condition: Action/plan-Site to submit work order and M&O to schedule repair. Softball, Baseball & Soccer Field Discrepancy on FIT: # 4 was noted for squirrels but will be addressed under #6. Swimming pools: tiles broken-Action/plan-Site to submit work order and M&O to schedule repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	Softball, Baseball, Soccer Field, pedestrian walkways, quad areas and swimming pools: Squirrel issues-Action/plan-Site to submit work order and M&O to schedule repair. Admin Bldg: ants-Action/plan-Site to submit work order and M&O to schedule repair.
Electrical: Electrical	[X]	[ ]	[ ]	Bldg G: old lighting-Action/plan-Site to submit work order and M&O to schedule repair. Bldg I: some wires on wall exposed-Action/plan-Site to submit work order and M&O to schedule repair.

School Facility Good Repair Status

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	Boy's & Girl's locker room: hand sinks inoperable, showers don't fully shut off-Action/plan-Site to submit work order and M&O to schedule repair. Stadium area: currently using portable restrooms-Action/plan-Site to speak to Director of Facilities for possible project. Bldg G: always broken-Action/plan-Site to submit work order and M&O to schedule repair. Stadium area, football field, softball field, baseball field, soccer field and track area: inoperable and/or stained fountains-Action/plan-Site to submit work order and M&O to schedule repair.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	No comment noted.
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	Boy's & Girl's locker room: cracks in walls-Action/plan-Site to submit work order and M&O to schedule repair. Bldg G, Food Services, and Bldg P: Roof leaks-Action/plan-Site to submit work order and M&O to schedule repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Bldg C: Small wooden gate should be replaced-Action/plan-Site to submit work order and M&O to schedule repair.
Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[ ]	[X]	[ ]

Teacher Credentials			
School	**10-11**	**11-12**	**12-13**
Fully Credentialed	90	84.5	84.8
Without Full Credential	2	2	.8
Teaching Outside Subject Area	0	0	0
Districtwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	♦	♦	978
Without Full Credential	♦	♦	28

Teacher Misassignments and Vacant Teacher Positions at this School			
School	**11-12**	**12-13**	**13-14**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the FitnessGram data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

Core Academic Classes Taught by Highly Qualified Teachers

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* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.7	1.3
Districtwide		
All Schools	96.1	4.0
High-Poverty Schools	94.6	5.4
Low-Poverty Schools	97.4	2.6

*   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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	736

*   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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$6,131	$1,206	$4,925	$79,003
District	◆	◆	$5,727	$77,737
State	◆	◆	$5,537	$71,584
Percent Difference: School Site/District	-14.0			-0.6
Percent Difference: School Site/ State	-16.3			8.8

*   **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 webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at 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: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$47,104	$42,865
Mid-Range Teacher Salary	$74,444	$69,484
Highest Teacher Salary	$95,445	$89,290
Average Principal Salary (ES)	$0	
Average Principal Salary (MS)	$0	$119,946
Average Principal Salary (HS)	$117,702	$128,378
Superintendent Salary	$217,392	$202,664
Percent of District Budget		
Teacher Salaries	39.7%	36.8%
Administrative Salaries	3.5%	4.9%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Piedmont Hills receives minimal funding from state and federal programs to provide additional assistance to our students. The school utilizes facility rental income to fund additional interventions and support to students such as tutoring and summer school recovery classes.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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 instruction 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: September 2012

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption:　　Yes Percent of students lacking their own assigned textbook:　　0%	English 1 – "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 – "Timeless Voices Timeless Themes Am. Experience" Prentice Hall 2000 English 4 – "The Language of Literature World Literature" McDougal Littell 2002
Mathematics The textbooks listed are from most recent adoption:　　Yes Percent of students lacking their own assigned textbook:　　0%	Algebra I – "Algebra 1" McDougall Littell 2007 Geometry – "Geometry" McDougal Littell 2007 Algebra II – "Algebra 2" McDougal Littell 2007 Math Analysis – "Precalculus With Limits" Houghton Mifflin 2001
Science The textbooks listed are from most recent adoption:　　Yes Percent of students lacking their own assigned textbook:　　0%	Integrated Science 1 – "Spectrum Physical Approach/Science/Explorations" Holt 2001, 03, 04 Biology – "Biology" Holt 2004 "Chemistry Connections to Our Changing World" Prentice Hall 2003 Physics – "Conceptual Physics" Addison-Wesley 1992, 99, 02, 06
History-Social Science The textbooks listed are from most recent adoption:　　Yes Percent of students lacking their own assigned textbook:　　0%	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe 2006 American Government – "Magruder's American Government" Prentice Hall 1997 American Government – "We the People" Center for Civic Education 2002 Economics – "Holt Economics" Holt 2003
Foreign Language The textbooks listed are from most recent adoption:　　Yes Percent of students lacking their own assigned textbook:　　0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Health The textbooks listed are from most recent adoption:　　Yes Percent of students lacking their own assigned textbook:　　0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Visual and Performing Arts The textbooks listed are from most recent adoption:　　Yes Percent of students lacking their own assigned textbook:　　0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Science Laboratory Equipment The textbooks listed are from most recent adoption:　　Yes Percent of students lacking their own assigned textbook:　　0%	Science labs are adequately equipped

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.

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 (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) 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 star.cde.ca.gov.

2013 STAR Results by Student Group				
Group	**Percent of Students Scoring at Proficient or Advanced**			
	ELA	**Math**	**Science**	**H-SS**
All Students in the LEA	52	28	52	45
All Student at the School	67	40	66	65
Male	62	39	67	69
Female	72	41	64	62
Black or African American	47	8	37	41
American Indian or Alaska Native				
Asian	82	59	81	78
Filipino	64	25	65	64
Hispanic or Latino	42	12	42	44
Native Hawaiian/Pacific Islander				
White	57	28	54	58
Two or More Races	65	40	44	55
Socioeconomically Disadvantaged	55	31	57	54
English Learners	27	26	31	24
Students with Disabilities	22	25	20	15
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

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 webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	2.6	28.7	64.8

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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.

STAR Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced**								
	School			**District**			**State**		
	10-11	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**
ELA	65	64	67	49	50	52	54	56	55
Math	42	43	40	30	29	28	49	50	50
Science	68	66	66	50	52	52	57	60	59
H-SS	66	61	65	43	43	45	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

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 webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	10-11	**11-12**	**12-13**
All Students at the School	21	-10	11
Black or African American			
American Indian or Alaska Native			
Asian	22	-5	3
Filipino	12	8	24
Hispanic or Latino	12	-19	9
Native Hawaiian/Pacific Islander			
White	52	-25	-11
Two or More Races			
Socioeconomically Disadvantaged	9	-15	21
English Learners	18	28	79
Students with Disabilities			30

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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2010**	**2011**	**2012**
Statewide	8	9	8
Similar Schools	3	5	4

Federal Intervention Program (School Year 2013-14)

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 webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		13
Percent of Schools Currently in Program Improvement		81.3

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	**Students**	1,621	16,556	4,655,989
	API-G	820	751	790
Black or African American	**Students**	53	519	296,463
	API-G	730	661	708
American Indian or Alaska Native	**Students**	9	62	30,394
	API-G		694	743
Asian	**Students**	872	5,336	406,527
	API-G	896	863	906
Filipino	**Students**	145	1,445	121,054
	API-G	827	793	867
Hispanic or Latino	**Students**	357	7,488	2,438,951
	API-G	706	662	744
Native Hawaiian/ Pacific Islander	**Students**	8	105	25,351
	API-G		679	774
White	**Students**	128	1,278	1,200,127
	API-G	782	791	853
Two or More Races	**Students**	49	305	125,025
	API-G	821	799	824
Socioeconomically Disadvantaged	**Students**	483	8,310	2,774,640
	API-G	787	701	743
English Learners	**Students**	688	8,673	1,482,316
	API-G	844	730	721
Students with Disabilities	**Students**	119	1,515	527,476
	API-G	511	466	615

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)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	No
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 (if applicable)	Yes	Yes

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 webpage at 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 webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements
This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	477	5,412	418,598
Black or African American	25	198	28,078
American Indian or Alaska Native	1	11	3,123
Asian	252	1765	41,700
Filipino	44	524	12,745
Hispanic or Latino	72	2345	193,516
Native Hawaiian/Pacific Islander		43	2,585
White	57	460	127,801
Two or More Races	20	52	6,790
Socioeconomically Disadvantaged	105	2820	217,915
English Learners	65	1714	93,297
Students with Disabilities	17	361	31,683

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Dropout Rate (1-year)	8.50	5.00	6.30
Graduation Rate	91.85	89.46	92.15
District			
Dropout Rate (1-year)	17.50	17.40	14.80
Graduation Rate	80.92	77.13	80.10
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

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 cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
English-Language Arts	75	68	72
Mathematics	77	73	78
District			
English-Language Arts	55	54	56
Mathematics	61	61	63
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011–12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	5	---
Mathematics	7	---
Science	5	---
Social Science	4	---
All courses	23	10.6

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
	English-Language Arts			Mathematics		
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	22	34	37	33	30
All Students at the School	28	20	52	22	34	44
Male	33	20	47	23	34	43
Female	21	20	59	22	34	44
Black or African American	42	37	21	55	40	5
American Indian or Alaska Native						
Asian	16	14	70	8	26	66
Filipino	41	17	41	34	37	29
Hispanic or Latino	53	23	24	48	46	7
Native Hawaiian/Pacific Islander						
White	25	22	53	24	41	35
Two or More Races	33	33	33	21	57	21
Socioeconomically Disadvantaged	36	25	39	31	40	29
English Learners	85	8	8	45	41	14
Students with Disabilities	92	4	4	79	21	
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	377
Percent of pupils completing a CTE program and earning a high school diploma	3.4%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	60%

Courses for University of California and/or California State University	
UC/CSU Course Measure	**Percent**
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	80.6
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	53.5

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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Entrepreneurship Program: Students will graduate from the program with all of the basic skills necessary to start their own business, enter a career in business or get a head start on a college degree.

Program Features
- Four complete state –of –the-art computer labs. Labs are equipped with the latest software, hardware, presentation systems and peripheral equipment
- Professional certification in Microsoft Word, and Microsoft Excel
- Students have the opportunity to participate in a student run business
- Students will learn to use all the following software: Microsoft Office, Adobe Photoshop, Adobe InDesign, Adobe Illustrator, Adobe Dreamweaver, and Adobe Flash
- Courses offered in Accounting, Microsoft Office, Graphic Design, Web Design, Entrepreneurship, Computer Programming
- Students can earn college credit for all Business Magnet courses. (limited to specific schools)

Computer Aided Drafting Design: Students develop pre-engineering skills in using CADD software as well as understanding architectural schematic drawings and floor plans.

Carpentry: Students develop basic carpentry skills using top of the line machinery.