Piedmont Hills High School

1377 Piedmont Rd. • San Jose, CA, 95132 • 408.347.3800 • Grades 9-12
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2011-12 School Accountability Report Card
Published During the 2012-13 School Year

East Side Union High School District
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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 2011-12 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 and Spanish. 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	564
Gr. 10	587
Gr. 11	544
Gr. 12	513
Total	2,208

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.6
Asian	51.8
Filipino	9.1
Hispanic or Latino	20
Native Hawaiian/Pacific Islander	0.7
White	10.7
Two or More Races	2.3
Socioeconomically Disadvantaged	26.6
English Learners	25
Students with Disabilities	7.5

Average Class Size and Class Size Distribution												
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	31.7	30.7	30.4	3	9	8	25	22	29	41	42	40
Math	32	31.5	30.6	3	9	10	21	5	10	37	45	41
Science	33.8	32	33.3	1	6	3	9	4	7	51	51	48
SS	34.3	30.8	32.8	0	7	3	9	4	6	42	38	29

* 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.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	8.99	7.4	6.52
Expulsions Rate	0.13	0	0.2
District	09-10	10-11	11-12
Suspensions Rate	16.78	11.87	15.53
Expulsions Rate	0.15	0.14	0.1

* 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 2012-13)
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

Year and month in which data were collected: September 2012

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.
The new auxiliary gym will be completed January 2013.
Campus wide painting project – completed August 2012

School Facility Good Repair Status (School Year 2012-13)
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)

School Facility Good Repair Status					
System Inspected	**Repair Status**				**Repair Needed and Action Taken or Planned**
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	The mechanical systems in the gym locker rooms and shop buildings need to be replaced. This will be completed by 2014.
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	The gym floor needs to be replaced. This will be completed by the summer of 2013. The school has some stained ceiling tiles that need to be replaced. The district will schedule repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	The school has lights out and missing electrical covers. The district will have the school submit a work order to do the repairs. The district will be replacing the main switch panel by 2014.

School Facility Good Repair Status					
System Inspected	**Repair Status**				**Repair Needed and Action Taken or Planned**
	Exemplary	**Good**	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Drinking fountains are repaired when needed.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	Fire extinguisher signs are missing. The district will post signs where they are needed.
Structural: Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	The bleachers will be replaced by the summer of 2013.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	The doors in the custodian room, K-building and the library building need to be replaced. The library will be completed by May 2013. The doors in the custodian room and the K-building to be completed by 2014. Asphalt repairs and seal coating to be scheduled in the student parking lot and the basketball court. This will be completed within the next three summers. Track will be resurfaced by 2013.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	**09-10**	**10-11**	**11-12**
Fully Credentialed	86	90	84.5
Without Full Credential	5	2	2
Teaching Outside Subject Area	0	0	0
Districtwide	**09-10**	**10-11**	**11-12**
Fully Credentialed	♦	♦	935.3
Without Full Credential	♦	♦	26.4

Teacher Misassignments and Vacant Teacher Positions at this School			
School	**10-11**	**11-12**	**12-13**
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

*   "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	98.55	1.45
Districtwide		
All Schools	96.76	3.24
High-Poverty Schools	96.57	3.43
Low-Poverty Schools	96.7	3.3

* 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)	0
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 2010-11)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,837	$1,273	$4,564	$76,990
District	◆	◆	$5,234	$77,458
State	◆	◆	$5,455	$70,792
Percent Difference: School Site/District		-14.7%	-0.6%	
Percent Difference: School Site/ State		-19.5%	8.1%	

* **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 2010-11)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$47,104	$42,660
Mid-Range Teacher Salary	$74,444	$69,198
Highest Teacher Salary	$95,445	$88,943
Average Principal Salary (ES)		
Average Principal Salary (MS)		$121,140
Average Principal Salary (HS)	$126,498	$127,707
Superintendent Salary	$215,844	$202,123
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	3%	5%

* 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 2011-12)

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. Under the No Child Left Behind Title 1 funding we were able to provide supplemental materials for students in the Read 180 program. Additional sources of funding allowed us to provide intervention support such as after school tutoring and California High School Exit Exam (CAHSEE) tutoring and supplemental study guides.

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 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 – "Chemistry in the Community" Kendall-Hunt 1993, 1998, 2002 "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
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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	62	65	64	48	49	50	52	54	56
Math	39	42	43	27	30	29	48	50	51
Science	64	68	66	46	50	52	54	57	60
H-SS	59	66	61	39	43	43	44	48	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.

EdData Partnership Web Site

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

2012 STAR Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	50	29	52	43
All Student at the School	64	43	66	61
Male	61	43	67	66
Female	68	42	64	55
Black or African American	38	14	20	28
American Indian or Alaska Native	45	27		
Asian	79	61	80	76
Filipino	54	29	74	53
Hispanic or Latino	40	16	41	37
Native Hawaiian/Pacific Islander	27	7		50
White	61	27	68	55
Two or More Races	65	48		
Socioeconomically Disadvantaged	54	34	53	49
English Learners	23	21	18	21
Students with Disabilities	19	20	11	11
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	5.6	31.9	59

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.

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**		
	09-10	**10-11**	**11-12**
All Students at the School	-5	21	-9
Black or African American			
American Indian or Alaska Native			
Asian	-6	22	-4
Filipino	-1	12	10
Hispanic or Latino	4	12	-19
Native Hawaiian/Pacific Islander			
White	-7	52	-25
Two or More Races			
Socioeconomically Disadvantaged	13	9	-14
English Learners	-14	18	28
Students with Disabilities	6		

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	**2009**	**2010**	**2011**
Statewide	9	8	9
Similar Schools	5	3	5

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 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		12
Percent of Schools Currently in Program Improvement		57.1

API 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 (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	**Students**	1,631	16,761	4,664,264
	API-G	820	748	788
Black or African American	**Students**	66	541	313,201
	API-G	652	675	710
American Indian or Alaska Native	**Students**	11	61	31,606
	API-G	763	699	742
Asian	**Students**	866	5,514	404,670
	API-G	893	859	905
Filipino	**Students**	152	1,485	124,824
	API-G	804	803	869
Hispanic or Latino	**Students**	332	7,489	2,425,230
	API-G	697	653	740
Native Hawaiian/ Pacific Islander	**Students**	15	117	26,563
	API-G	692	692	775
White	**Students**	166	1,353	1,221,860
	API-G	793	789	853
Two or More Races	**Students**	22	165	88,428
	API-G	796	784	849
Socioeconomically Disadvantaged	**Students**	511	9,107	2,779,680
	API-G	766	696	737
English Learners	**Students**	456	6,849	1,530,297
	API-G	765	667	716
Students with Disabilities	**Students**	117	1,554	530,935
	API-G	476	455	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)

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	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	No	No

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 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.

Completion of High School Graduation Requirements			
	Graduating Class of 2012		
Group	School	District	State
All Students	96.2	85.0	---
Black or African American	96.2	85.6	---
American Indian or Alaska Native	100	80.0	---
Asian	98.5	93.1	---
Filipino	95.7	92.1	---
Hispanic or Latino	90.8	76.3	---
Native Hawaiian/Pacific Islander	100	85.7	---
White	98.4	89.1	---
Two or More Races	84.6	80.4	---
Socioeconomically Disadvantaged	94.3	73.2	---
English Learners	75	57.4	---
Students with Disabilities	87.9	69.5	---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	2	8.5	5.2
Graduation Rate	91.85	91.87	91.76
District			
Dropout Rate (1-year)	5.6	17.5	17.6
Graduation Rate	81.04	80.92	76.85
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* 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	2009-10	2010-11	2011-12
English-Language Arts	75	75	68
Mathematics	76	77	73
District			
English-Language Arts	55	55	54
Mathematics	58	61	61
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011–12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	---
English	1	---
Fine and Performing Arts	0	---
Foreign Language	2	---
Mathematics	8	---
Science	4	---
Social Science	18	---
All courses	34	8.9

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	21	33	39	34	27
All Students at the School	32	24	45	27	34	39
Male	36	26	38	27	32	41
Female	27	21	52	27	35	38
Black or African American	53	29	18	61	33	6
American Indian or Alaska Native						
Asian	20	22	58	12	28	60
Filipino	23	35	42	35	38	27
Hispanic or Latino	58	18	25	54	36	10
Native Hawaiian/Pacific Islander						
White	29	35	35	27	50	23
Two or More Races						
Socioeconomically Disadvantaged	47	23	30	41	33	27
English Learners	77	16	6	59	31	10
Students with Disabilities	79	18	4	76	19	5
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
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	78.4
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	52.7

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

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.