

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

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 webpage 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

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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. 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 2011-12)

| School | | District | |
|-------------------------|--|-----------------------|--|
| School Name | Willows High School | District Name | Willows Unified School District |
| Street | 203 North Murdock Avenue | Phone Number | 530.934.6600 |
| City, State, Zip | Willows, CA 95988 | Web Site | www.willowsunified.org |
| Phone Number | (530) 934-6611 | Superintendent | Mort Geivett, Ed.D. |
| Principal | Jerry Smith | E-mail Address | mgeivett@willowsunified.org |
| E-mail Address | jsmith@willowsunified.org | CDS Code | 11-62661-1132861 |

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Willows High School is a four-year comprehensive high school. It is located in Glenn County in the Northern Sacramento Valley. Willows High School is one of four schools in the Willows Unified School District with an average enrollment of 500.

Willows High School was granted a six-year accreditation in 2006 and prides itself in preparing students for several different avenues beyond high school. On the average, 40% of each class over the last five years took the SAT and 19% took the ACT as part of their preparation for higher education; the many Career Technical Education Programs offered at the school provides students options for vocational pathways.

There is a full slate of athletic teams from freshmen sports to varsity sports for both males and females to participate in at Willows High School. These include football, volleyball, swimming, tennis, basketball, wrestling, soccer, track, golf, baseball and softball. The high school is a member of the Sacramento Valley League under the direction of the Northern Section of the California Interscholastic Federation. In addition to the athletics program, there are clubs and leadership organizations such as Cultural Awareness Club, Friday Night Live, S.W.A.T. (Students Working Against Tobacco), Future Farmers of America, California Scholastic Federation, Willows High Music Club, Interact Club, Academic Decathlon, and the Spanish Club.

In a recent parent survey, the parents indicated they feel a sense of involvement, feel welcome and they support the school and its goals. There are two active parent/community support organizations, the Music Boosters and the Willows High School Boosters. Both organizations provide invaluable assistance in the operation of the athletic, academic and music programs. Each year the Willows High Boosters' clubs donate approximately \$20,000 annually to those programs. Also, each year the parents of the seniors organize a Sober Grad Night. In addition, there are many organizations and service clubs that provide scholarships and educational grants to our deserving graduating seniors. We continue to improve and upgrade our access to the world of knowledge via computer technology and the Internet for our staff and students. We are preparing to meet the challenge of our changing local student population and the curricular changes that are being implemented by the school board, the State Department of Education and the Governor. We are committed to providing the best education possible for all our students in a safe, inviting atmosphere designed with our students' success in mind.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents have many opportunities to become involved in their child's education: Back to School Night, Project Night, Willows High Booster Club, Music Booster Club, School Site Council, English Language Advisory Committees, and as a Parent Volunteer in the classroom and through the many clubs on campus.

Please contact the school principal, Jerry Smith at 530-934-6611, to find out how you can participate.

Student Enrollment by Grade Level (School Year 2010-11)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 127 |
| Grade 10 | 121 |
| Grade 11 | 121 |
| Grade 12 | 104 |
| Total Enrollment | 473 |

Student Enrollment by Group (School Year 2010-11)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 0.8 | White | 47.4 |
| American Indian or Alaska Native | 3.0 | Two or More Races | 0 |
| Asian | 6.3 | Socioeconomically Disadvantaged | 49.0 |
| Filipino | 0.6 | English Learners | .049 |
| Hispanic or Latino | 40.8 | Students with Disabilities | 12.26 |
| Native Hawaiian/Pacific Islander | 0.6 | | |

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2008-09 | | | | 2009-10 | | | | 2010-11 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 24 | 10 | 8 | 2 | 24 | 10 | 8 | 2 | 25.6 | 4 | 11 | 0 |
| Mathematics | 23.5 | 9 | 8 | 2 | 24 | 9 | 8 | 2 | 20.7 | 12 | 5 | 1 |
| Science | 23.6 | 5 | 7 | 0 | 23 | 5 | 7 | 0 | 20.8 | 8 | 5 | 2 |
| Social Science | 29.9 | 1 | 10 | 5 | 30 | 1 | 10 | 5 | 24.4 | 6 | 4 | 2 |

* 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 2010-11)

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.

An extensive school safety plan, updated annually, in accordance with SB 187, has been developed and implemented. This plan includes the following emergency procedures: traumatic incidents, imminent danger procedure-Code Red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Staff and students practice fire, earthquake, and the Code Red Lockdown each semester. Teachers and students are familiar with the procedures. Safety is high priority at Willows High School.

Suspensions and Expulsions

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Suspensions | 7.85 | 28.37 | 11.2 | 13.33 | 30.44 | 10.0 |
| Expulsions | 1.01 | 1.22 | 0.0 | 0.64 | 0.59 | .25 |

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

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: 08/26/2011

Willows High School Construction Dates:

Ag Building – Unit 600 - 1947

Main Building/Boiler – 200 - 1948

Garage - 1950

Ag Storage/Greenhouse 1963

Cafetorium/Gym Unit – 100 - 1965

Industrial Arts Shops – Units 400-500 - 1976

Counseling – enclosed, was a porch in 1967

Willows High School prides itself in being a safe, clean, well-kept campus. Two full-time custodians clean the school on a daily basis with the restrooms being cleaned daily. District-wide maintenance and grounds personnel are available to all schools in the district, providing well-groomed landscaping and ensuring that the facilities are always in operational order.

In 1994, all rooms in the main building had air conditioning and heating installed. The biology, chemistry, physical science, home economics, EL rooms were refurbished with state modernization funding. The library has been modernized and an 18-station computer lab and is available for student use. In addition, a new 30- station computer lab is available to all students.

School Facility Good Repair Status (School Year 2011-12)

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 |
|--|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [] | [X] | [] | [] | |
| Interior: Interior Surfaces | [] | [X] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [] | [X] | [] | [] | |
| Electrical: Electrical | [] | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [] | [X] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [] | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [] | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [X] | [] | [] | |
| Overall Rating | [] | [X] | [] | [] | |

V. Teachers

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2008-09 | 2009-10 | 2010-11 | 2010-11 |
| With Full Credential | 20 | 24 | 20 | 61 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2009-10 | 2010-11 | 2011-12 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 2 | 2 | 0 |
| Total Teacher Misassignments | 2 | 2 | 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.
 "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

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: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
|----------------------------------|--|-----------------------------|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| This School | 100 | 0 |
| All Schools in District | 100 | 0 |
| High-Poverty Schools in District | 100 | 0 |
| Low-Poverty Schools in District | 0 | 0 |

- * 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 2010-11)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 1.75 | 250 |
| Counselor (Social/Behavioral or Career Development) | | --- |
| Library Media Teacher (Librarian) | | --- |
| Library Media Services Staff (paraprofessional) | .39 | --- |
| Psychologist | | --- |
| Social Worker | | --- |
| Nurse | 0.32 | --- |
| Speech/Language/Hearing Specialist | | --- |
| Resource Specialist (non-teaching) | | --- |
| Other | | --- |

- * 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 2011-12)

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: 08/2011

Based on requirements from the Williams Legislation, all students are to have the most current textbooks and the textbooks must be aligned to the standards. In all core curriculum areas, the most current, standards aligned textbooks have been purchased and every student has a textbook.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|---|
| Reading/Language Arts | Language Network, Language of Literature (McDougal Littell) | Yes | |
| Mathematics | Algebra 1, Algebra 2, Geometry, Pre-Calculus, Calculus (Prentice Hall) | Yes | |
| Science | Biology An Everyday Experience, Science of Earth Systems, Biology Living Systems, Chemistry (Glencoe, Holt, & Thompson Learning) | Yes | |
| History-Social Science | AP US History, American Reconstruction, Enduring Vision, The Americans, World History Patterns of Interaction (Houghton-Mifflin & McDougal Littell) | Yes | |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|--|------------------------------|--|---|------------------------|
| School Site | 7,648 | 860 | 6,788 | 72,566 |
| District | --- | --- | | \$72,566 |
| Percent Difference: School Site and District | --- | --- | | |
| State | --- | --- | | 77,611 |
| Percent Difference: School Site and State | --- | --- | | |

* **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 <http://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 <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 2010-11)

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

We are required to report financial data from the 2009-10 school year by the California Department of Education. More recent financial data is available on request from the district office.

Spending per Student:

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA) for the 2009-10 school year.

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

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

Teacher and Administrative Salaries (Fiscal Year 2009-10)

| Category | District Amount | State Average for Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$53,285 | 41,262 |
| Mid-Range Teacher Salary | \$69,084 | 65,368 |
| Highest Teacher Salary | \$83,230 | 86,173 |
| Average Principal Salary (Elementary) | \$105,437 | \$95,926 |
| Average Principal Salary (Middle) | \$107,274 | \$99,356 |
| Average Principal Salary (High) | \$111,584 | \$107,041 |
| Superintendent Salary | \$123,952 | \$148,555 |
| Percent of Budget for Teacher Salaries | 68% | ? |
| Percent of Budget for Administrative Salaries | 10% | ? |

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

IX. Student Performance

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 | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| English-Language Arts | 40 | 41 | 49 | 44 | 41 | 44 | 49 | 52 | 54 |
| Mathematics | 16 | 16 | 50 | 38 | 37 | 45 | 46 | 48 | 50 |
| Science | 57 | 51 | 44 | 51 | 54 | 48 | 50 | 54 | 57 |
| History-Social Science | 29 | 40 | 30 | 27 | 38 | 31 | 41 | 44 | 48 |

* 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 | 44 | 45 | 48 | 31 |
| All Student at the School | 49 | 50 | 44 | 30 |
| Male | 36 | 13 | 44 | 39 |
| Female | 43 | 13 | 45 | 20 |
| Black or African American | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 6 |
| Filipino | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 36 | 42 | 30 | 19 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 |
| White | 57 | 60 | 57 | 44 |
| Two or More Races | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 36 | 38 | 28 | 16 |
| English Learners | 15 | 25 | 0 | 0 |
| Students with Disabilities | 8 | 5 | 0 | 20 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 |

* 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 Students - Three-Year Comparison

| Subject | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| English-Language Arts | 60 | 46 | 49 | 58 | 43 | 44 | 52 | 54 | 59 |
| Mathematics | 55 | 51 | 50 | 53 | 48 | 45 | 53 | 54 | 56 |

* 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

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 55 | 26 | 18 | 51 | 39 | 6 |
| All Students at the School | 50 | 30 | 19 | 50 | 44 | 6 |
| Male | 58 | 30 | 12 | 46 | 49 | 5 |
| Female | 46 | 27 | 27 | 51 | 42 | 7 |
| Black or African American | 0 | 0 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 64 | 27 | 9 | 53 | 44 | 2 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 45 | 30 | 25 | 41 | 48 | 11 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 66 | 27 | 7 | 60 | 38 | 2 |
| English Learners | 0 | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 | 0 |

* 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 2010-11)

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 <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 20 | 23.2 | 32 |

* 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 webpage 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 | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | 6 | 5 | 4 |
| Similar Schools | 4 | 2 | 2 |

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

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| All Students at the School | -14 | -4 | -11 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | -10 | -6 | -14 |
| Native Hawaiian/Pacific Islander | | | |
| White | -22 | 16 | 9 |
| Two or More Races | N/D | | |
| Socioeconomically Disadvantaged | -28 | 16 | -37 |
| English Learners | | -2 | -45 |
| Students with Disabilities | | | |

* "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 - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | LEA | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 333 | 702 | 1,139 | 723 | 4,683,676 | 778 |
| Black or African American | 2 | | 14 | 635 | 317,856 | 696 |
| American Indian or Alaska Native | 6 | | 24 | 624 | 33,774 | 733 |
| Asian | 24 | 617 | 70 | 674 | 398,869 | 898 |
| Filipino | 1 | | 2 | | 123,245 | 859 |
| Hispanic or Latino | 147 | 643 | 513 | 668 | 2,406,749 | 729 |
| Native Hawaiian/Pacific Islander | 2 | | 6 | | 26,953 | 764 |
| White | 151 | 771 | 508 | 789 | 1,258,831 | 845 |
| Two or More Races | 0 | | 1 | | 76,766 | 836 |
| Socioeconomically Disadvantaged | 190 | 640 | 737 | 672 | 2,731,843 | 726 |
| English Learners | 94 | 555 | 381 | 620 | 1,521,844 | 707 |
| Students with Disabilities | 24 | 421 | 98 | 558 | 521,815 | 595 |

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, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | No | No |
| Met Participation Rate: English-Language Arts | No | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | No | No |
| Met Percent Proficient: Mathematics | No | No |
| Met API Criteria | No | Yes |
| Met Graduation Rate (if applicable) | No | No |

Federal Intervention Program (School Year 2011-12)

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: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2011-2012 | 2009-2010 |
| Year in Program Improvement | Year 1 | Year 3 |
| Number of Schools Currently in Program Improvement | --- | 3 |
| Percent of Schools Currently in Program Improvement | --- | 75 |

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 webpage 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 webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

| Indicator | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Dropout Rate (1-year) | 2.2 | 4.6 | 2 | 2.8 | 5.6 | 2.7 | 4.9 | 5.7 | 4.6 |
| Graduation Rate | 89.5 | 89.55 | 81.40 | 87.0 | 85.03 | 78.87 | 80.21 | 78.59 | 80.44 |

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

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 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 2011 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 106 | 113 | N/D |
| Black or African American | .94 | .94 | N/D |
| American Indian or Alaska Native | 2.83 | 2.83 | N/D |
| Asian | 12.26 | 12.26 | N/D |
| Filipino | | | N/D |
| Hispanic or Latino | 24.53 | 26.55 | N/D |
| Native Hawaiian/Pacific Islander | | | N/D |
| White | 59.43 | 65.43 | N/D |
| Two or More Races | | | N/D |
| Socioeconomically Disadvantaged | | | N/D |
| English Learners | | | N/D |
| Students with Disabilities | | | N/D |

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

Career Technical Education Programs (School Year 2010-11)

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

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

Career Technical Education Participation (School Year 2010-11)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of pupils participating in CTE | 106 |
| % of pupils completing a CTE program and earning a high school diploma | 88.70 |
| % of CTE courses sequenced/articulated between the school/institutions of postsecondary education | |

Courses for University of California and/or California State University Admission (School Year 2009-10)

| UC/CSU Course Measure | Percent |
|---|---------|
| Students Enrolled in Courses Required for UC/CSU Admission | 60 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 13 |

Advanced Placement Courses (School Year 2010-11)

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | 0 | --- |
| English | 0 | --- |
| Fine and Performing Arts | 0 | --- |
| Foreign Language | 0 | --- |
| Mathematics | 0 | --- |
| Science | 0 | --- |
| Social Science | 0 | --- |
| All courses | 0 | 0 |

XII. Instructional Planning and Scheduling

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. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Time is set aside for their continuing education and professional development. Collaboration days are scheduled every other Wednesday with additional staff meetings to discuss and implement the direction for addressing standards, common assessments, and overall student performance based on prior years CST and CAHSEE scores, and to prepare for WASC accreditation. Professional Learning Communities and collaboration are an important part of our academic process because academic excellence is important to us.