Laguna Beach High School

625 Park Avenue • Laguna Beach, CA 92651 • (949) 497-7750 • Grades 8-12
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2010-11 School Accountability Report Card
Published During the 2011-12 School Year

**Laguna Beach Unified
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School Description and Mission Statement

Laguna Beach High School is part of the Laguna Beach community. Sloping down the Laguna hills to the edge of the Pacific Ocean, Laguna Beach is known for its dramatic contrast of mountains and beaches. A center for fine arts, Laguna Beach's culture is as unique as its landscape.

The Laguna Beach Unified School District serves students in grades kindergarten through 12 by providing comprehensive educational programs through its two elementary schools, a middle school, and a high school. The District is proud of the high level of community support it receives and the commitment the community demonstrates towards its students. The Laguna Beach Education Foundation (School Power) was created by the community to provide additional funds to the District to support school programs and activities. Laguna Beach High School serves students in grades nine through twelve on a traditional school calendar. Our school has been recognized at the state and federal levels as a California Distinguished School and a National Blue Ribbon School. In 2010-11, 1,012 students were enrolled at the school. The student population consisted of 7.5% socioeconomically disadvantaged, 2.0% English learners, and 4.0% students with disabilities. Additional student body demographics are illustrated at right.

District Mission Statement

Each student gains the knowledge, experience, world perspectives, and skills needed to become a lifelong learner and producer in a competitive and interconnected world.

Education in the Laguna Beach Unified School District
- Is challenging while insuring each student's successful experiences in education.
- Provides lifelong values, attitudes, and skills which promote public service and respect for others.
- Offers environments that spark individual curiosity and learning.
- Encourages an appreciation of differences, diversity and similarities.
- Ignites a commitment to learning, scholarship, creativity and service.
- Explores various career paths.
- Is relevant to each student's immediate and future goals, and
- Prepares graduates to adapt to change and deal with a technological age and a global environment.

The Schools in the Laguna Beach Unified School District are the convening point of the community and, as such, are connected with each other, the community, and the world through information-rich, interactive technology.

Laguna Beach Unified School District Goals

Goal One: Student Achievement
All students will demonstrate academic growth across content areas.

Goal Two: School Culture
Each student will strengthen connections to the school, the community, and the world by engaging in activities that build skills and responsibility.

Goal Three: Learning Environment
Safe, attractive, clean, and well-equipped learning environments will be provided for each student.

Goal Four: Staffing
The District will recruit, hire, train, and retain high performing staff.

Goal Five: Fiscal Responsibility
The District will maintain fiscal solvency and transparency to ensure support of student learning.

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Laguna Beach High School. Our parents serve on the School Site Council, the English Language Advisory Council, and the Parent Teacher Association. Numerous programs and activities are enriched by the generous contributions made by the SchoolPower Education Foundation.

Parents who are interested in Laguna Beach High School's school committees, school activities, or volunteer programs may contact the principal at (949) 497-7750.

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.

- 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.

Our Community

The City of Laguna Beach is well known as a unique beach community and artist's colony with seven miles of City beaches running along its nine square miles. The resident population enjoys the ambiance provided by the sandy beaches, canyons and coastal hills. During the summer, several million visitors are drawn to the resort environment for its picturesque beaches, art festivals and the Pageant of the Masters. Laguna's village scale shopping district, blufftop walkways and tram system create a pedestrian environment and scale which is unique in Southern California.

The City provides a broad array of services, including police, fire, paramedic, marine safety, recreation, parks, public works, community development, transit, information technology and animal control. The City employs more than two hundred full-time employees and an additional hundred part-time employees during the peak summer months.

Our Schools

The Laguna Beach Unified School District serves students in grades kindergarten through 12 by providing comprehensive educational programs through its two elementary schools, a middle school, and a high school. The District is proud of the high level of community support it receives and the commitment the community demonstrates towards its students. The Laguna Beach Education Foundation (School Power) was created by the community to provide additional funds to the District to support school programs and activities.

Student Enrollment by Grade Level

Grade Level	Number of Students
9	267
10	262
11	267
12	244
Total Enrollment	1,040

Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	3.9
Black or African American	1.2
English Learners	1.3
Filipino	0.3
Hispanic or Latino	8.8
Native Hawaiian/Pacific Islander	0.1
Socioeconomically Disadvantaged	8.6
Students with Disabilities	6.8
Two or More Races	1.5
White	82.2

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	Number of Classrooms 1-20	21-32	33+
2010-2011				
English	23.6	13	22	5
Mathematics	25.7	9	20	3
Science	29.3	4	16	10
Social Science	28.5	6	11	11
2009-2010				
English	23.7	19	19	6
Mathematics	26.3	11	18	6
Science	28.4	3	24	4
Social Science	28.3	9	13	12
2008-2009				
English	23.7	19	19	6
Mathematics	26.3	11	18	6
Science	28.4	3	24	4
Social Science	28.3	9	13	12

* 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.

School Climate

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.

Safety of our students and staff is our primary concern. All visitors must sign in at the front office and wear identification tags while on school grounds. School staff and administrators are on duty during break, lunch, and before and after school to ensure the safety of all our students.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive School Safety Plan was developed by the District in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include: child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The school evaluates the plan annually and updates the plan as needed. The plan was last updated in September 2010 and is reviewed with our school staff at the beginning of each school year.

Suspensions and Expulsions						
Rate	**School**			**District**		
	2008-09	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**
Suspensions	8.99	7.7	6.63	4.45	4.15	4.16
Expulsions	0.38	0.1	0.1	0.17	0.07	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 Facilities

School Facility Conditions and Planned Improvements
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 2010

Laguna Beach High School provides a safe, clean environment for our students, staff, and volunteers. The school is situated on 12.2 acres and facilities were built in the 1930's. They span 102,720 square feet, and include classrooms, a multipurpose room, administrative offices, restrooms, and storage rooms. Recent modernization include the addition of three new visual arts classrooms in addition to three more new classrooms, a new dance studio, a new drama room, and a completely modernized band room. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. The chart below displays the results of the most recent school facilities inspection.

School Facility Good Repair Status
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]	[ ]	[ ]	[ ]	

Teachers

Teacher Credentials			
School	**2008-09**	**2009-10**	**2010-11**
With Full Credential	46	46	48
Without Full Credential	0	0	0
Outside Subject Area of Competence	0	0	0
District	**2008-09**	**2009-10**	**2010-11**
With Full Credential	---	---	143
Without Full Credential	---	---	0

Teacher Misassignments			
Indicator	**2008-09**	**2009-10**	**2010-11**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	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.
** "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.

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, was 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.)?

Laguna Beach Unified School District offers staff development and training opportunities to teachers, administrators, and instructional aides. The District offers one staff development buy-back day annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum and instructional strategies. To acquire specialized knowledge and skills, teachers at Laguna Beach High School participated in additional training on professional learning communities, 40 development assets, and technology. Staff development topics are determined based on needs assessment, input and feedback, DataDirector and STAR testing, and classroom observation.

Laguna Beach Unified School District offers two programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first and second-year credentialed teachers and provides skills assistance over a two-year period. The District's Peer Assistance and Review (PAR) program is designed to improve the education of students and enhance the classroom performance of teachers, targeting both new and veteran teachers. Laguna Beach High School teachers utilize these programs with the goal of accomplishing the highest level of success for our students.

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: 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
District		
All Schools	100	0
High-Poverty Schools	0	0
Low-Poverty Schools	100	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.

Support Staff

Academic Counselors and Other Support Staff		
Title	**Number of FTE Assigned to School**	**Average Number of Students per Academic Counselor**
Academic Counselor	3	352
Counselor (Social/Behavioral or	1	---
Library Media Teacher (Librarian)		---
Library Media Services Staff	1	---
Psychologist	1	---
Social Worker		---
Nurse	1	---
Speech/Language/Hearing	1	---
Resource Specialist (non-		---
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.

Data and Access

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.

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.

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.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

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 2010

Laguna Beach Unified School District sets a high priority upon ensuring that sufficient and current standards-aligned textbooks and materials are available to support our school's instructional program. Laguna Beach Unified School District held a Public Hearing on October 12, 2010, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to check out and take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Laguna Beach Unified School District follows the State Board of Education's six-year adoption cycle for core content materials. A committee consisting of administrators and teachers from each school establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final approval. The table lists information collected in September 2009 regarding the textbooks in use at Laguna Beach High School.

Adopted Textbooks
Reading/Language Arts
All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject subject area possess the necessary textbooks and instructional materials.

School Finances

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Restricted**	**Unrestricted**	
School Site	$8,782	$522	$7,756	$88.180
District	---	---	$9,551	$93,120
State	---	---	$5,455	$63,062
Percent Difference: School Site and District			19%	2%
Percent Difference: School Site and State			29%	31%

*   **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

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.

In addition to general fund state funding, Laguna Beach Unified School District received state and federal categorical funding for the following categorical, special education, and support programs:

- Title I
- Economic Impact Aid
- Class Size Reduction
- Instructional Materials
- Gifted and Talented Pupils
- Special Education
- Home-to-School Transportation
- School Improvement Program
- Peer Assistance and Review
- Educational Technology Assistance Grants
- Drug/Alcohol/Tobacco Education

Average Teacher and Administrative Salaries (FY 2009-10)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher	$52,163	$39,074
Mid-Range Teacher	$84,981	$60,172
Highest Teacher	$118,863	$78,468
Average Principal (ES)	$146,643	$95,926
Average Principal (MS)	$150,835	$99,356
Average Principal (HS)	$164,807	$107,041
Superintendent	$232,866	$148,555
Percent of District Budget (FY 2009-10)		
Teacher Salaries	31%	38%
Administrative Salaries	6%	6%

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

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.

STAR Results for All Students - Three-Year Comparison			
Subject	2008-09	2009-10	2010-11
STAR Results for All Students --School			
English-Language Arts	70	74	78
Mathematics	34	46	56
Science	80	84	77
History-Social Science	71	77	80
STAR Results for All Students --District			
English-Language Arts	75	78	81
Mathematics	62	69	72
Science	81	85	86
History-Social Science	71	79	83
STAR Results for All Students --State			
English-Language Arts	49	52	54
Mathematics	46	48	50
Science	50	54	57
History-Social Science	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.

STAR Results by Student Group - Most Recent Year				
	Percent of Students Scoring at Proficient or Advanced			
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	81	72	86	83
All Student at the School	78	56	77	80
Male	73	58	78	83
Female	84	53	76	77
Black or African American	83	58	0	0
American Indian or Alaska Native	0	0	0	0
Asian	90	94	0	100
Filipino	0	0	0	0
Hispanic or Latino	60	46	44	60
Native Hawaiian/Pacific Islander	0	0	0	0
White	80	55	79	81
Two or More Races	83	48	0	84
Socioeconomically Disadvantaged	54	29	48	47
English Learners	0	0	0	0
Students with Disabilities	49	28	0	42
Students Receiving Migrant Education Services				

* 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

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	Five of Six	Six of Six
9	6	23.3	68.7

* 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.

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	10	10	10
Similar Schools	2	4	7

API 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	747	884	2,298	904	4,683,676	778
Black or African American	12	923	34	870	317,856	696
American Indian or Alaska Native	3		11	810	33,774	733
Asian	31	963	77	956	398,869	898
Filipino	3		9		123,245	859
Hispanic or Latino	65	821	186	814	2,406,749	729
Native Hawaiian/Pacific Islander	1		6		26,953	764
White	610	885	1,917	911	1,258,831	845
Two or More Races	14	920	50	949	76,766	836
Socioeconomically Disadvantaged	62	796	242	829	2,731,843	726
English Learners	8		84	750	1,521,844	707
Students with Disabilities	51	630	218	691	521,815	595

API Growth by Student Group - Three-Year Comparison			
Group	**Actual API Change**		
	2008-09	**2009-10**	**2010-11**
All Students at the School	16	26	8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	18	18	7
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
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.

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

Federal Intervention Program

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	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

CAHSEE Results for All Students - Three-Year Comparison			
Subject	2008-09	2009-10	2010-11
CAHSEE Results for All Students --School			
English-Language Arts	88	85	83
Mathematics	86	82	80
CAHSEE Results for All Students --District			
English-Language Arts	88	84	83
Mathematics	86	82	80
CAHSEE Results for All Students --State			
English-Language Arts	52	54	59
Mathematics	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.

School Completion and Postsecondary Preparation

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/.

CAHSEE Grade Ten Results by Student Group - Most Recent Year						
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	17	25	59	20	45	35
All Students at the School	17	25	59	20	45	35
Male	20	33	47	18	50	31
Female	12	15	73	21	39	39
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	47	26	26	47	41	12
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	15	25	61	18	48	34
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	33	40	27	42	46	12
English Learners	0	0	0	0	0	0
Students with Disabilities	77	15	8	0	0	0
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.

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**		
	2007-08	**2008-09**	**2009-10**
Dropout Rate and Graduation Rate --School			
Dropout Rate (1-year)	0.2	0.8	0.8
Graduation Rate	99.6	97.83	96.54
Dropout Rate and Graduation Rate --District			
Dropout Rate (1-year)	0.2	0.8	0.8
Graduation Rate	99.6	97.48	96.54
Dropout Rate and Graduation Rate --State			
Dropout Rate (1-year)	4.9	5.7	4.6
Graduation Rate	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	242	242	N/D
Black or African American	1	1	N/D
American Indian or Alaska Native	2	2	N/D
Asian	7	7	N/D
Filipino	0	0	N/D
Hispanic or Latino	16	16	N/D
Native Hawaiian/Pacific Islander	0	0	N/D
White	216	216	N/D
Socioeconomically Disadvantaged	18	18	N/D
English Learners	2	2	N/D
Students with Disabilities	15	15	N/D

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

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

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	60
% of pupils completing a CTE program and earning a high school diploma	2%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	.5%

Courses for UC/CSU Admission (School Year 2009-10)	
UC/CSU Course Measure	**Percent**
Students Enrolled in Courses Required for Admission	78.1
Graduates Who Completed All Courses Required Admission	62.2

Advanced Placement Courses		
Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	5	---
Fine and Performing Arts	1	---
Foreign Language	3	---
Mathematics	4	---
Science	2	---
Social Science	8	---
All courses	23	8.5