

**Princeton High Community Day**  
**School Accountability Report Card**  
**Reported Using Data from 2009–10 School Year**  
*Published During 2010–11*



The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## Data and Access

### DataQuest

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

### Internet Access



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

## II. About This School

### Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Princeton High Community Day	<b>District Name</b>	Princeton Joint Unified
<b>Street</b>	473 State St.	<b>Phone Number</b>	530-439-2261
<b>City, State, Zip</b>	Princeton , CA 95970	<b>Web Site</b>	www.pjUSD.org
<b>Phone Number</b>	530-439-2261	<b>Superintendent</b>	John Greene
<b>Principal</b>	John Greene	<b>E-mail Address</b>	jgreene@glenncoe.org
<b>E-mail Address</b>	jgreene@glenncoe.org	<b>CDS Code</b>	11- 62646- 1130152

## School Description and Mission Statement (School Year 2009–10)

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

### School Profile

Princeton Junior-Senior High School (PHS) and the Princeton High Community Day School (CDS) are located in Princeton California, an unincorporated farming community, which lies on the county line bordering Colusa and Glenn Counties and is nestled along the beautiful Sacramento River on State Highway 45. The local community depends upon the cultivation and sales of rice, walnuts, almonds and other farming crops. Most of our local students come from either farm owning families or from families that work on farms in or around Princeton. The school population, by current standards, is small with approximately 120 students in grades 7-12. Of that number, approximately 48 students, for a variety of reason, attend school in Princeton on inter-district transfer agreements from other nearby schools by parent request. The school culture is enhanced by a diverse student population consisting of approximately 48% Caucasian, 47% Hispanic, 4 percent Native American, and 1% Asian students. Currently nearly 63% of our school population in grades 7-12 participates in the free or reduced lunch program. Both schools serve students in grades seven through twelfth grade and follow a traditional 180 school day calendar. At the beginning of the 2007-08 school year, 114 students were enrolled which included 10 students that qualified for English Learner support. In 2008-09 the student enrollment at the JSH and CDS increased to 118 with 12 students. In 2009-10 the new school year opened with 112 students and 11 students who qualified for English Learner support, a slight decline from the previous year.

We believe that Princeton Junior/Senior High School is a safe place for learning and participating in extra curricular areas. Our school wide discipline plan appears to be extremely effective; hence, our suspensions are down and the number of students serving after school detention also has decreased from the previous year. We've had no expulsions in the past three years. Our campus is physically small and easy to supervise, another reason why we have an unusually safe school. The school culture is shaped, in part, by local farming beliefs and interests, and perpetuated through various programs, activities, and course work. The majority of Princeton students participate in 4-H and or FFA classes and various leadership building activities. Our students also participate in county sponsored activities such as the county-wide spelling bee, science fairs, and writer's workshops. Students are encouraged to participate in extra-curricular activities. Currently, the district offers competitive athletics for students in football, baseball, basketball, volleyball, softball and swimming. Students also participate in student government where they can develop and hone their leadership skills and develop our school-wide activity schedule. At the beginning of this school year Student Leadership was added to the curriculum, a course designed to better prepare future leaders.

Princeton Junior/Senior High School enjoys a very close relationship with parents and other community members, many of whom are Princeton graduates themselves. They show their involvement and support through a variety of meaningful ways. Parents routinely provide transportation to and from athletic and other extra-curricular events. They chaperone dances, take tickets at games, work in our snack bar, and help when asked, in classrooms. Many parents also volunteer to serve on our Site Council and the WASC Focus Group. Our booster's club and the Princeton Community Eagles club continue to support academic and athletic/activity goals by raising money to offset the rising cost for these programs and for annual scholarships for deserving, graduating seniors as they pursue post high school goals.

While we are small and have only nine teachers, we believe that we still offer a well rounded education that parallels most other schools in our area, particularly the smaller ones. Our curriculum includes an AP course in English, CP core courses, General and Vocational Education courses and, next year, our plan is to offer AP courses in math and social science. Our API/APR scores have fluctuated, positively and negatively, over the past three years. This year, 2010, our scores increased significantly and we were successful in meeting API growth requirements by several points. However, we fell short on our AYP and plan to implement intervention services next year (2011) to address this deficiency. Each year high school seniors apply for, and are accepted, to quality colleges and universities. Many are the recipients of awards and scholarships from both Glenn and Colusa counties to help them in their pursuit of post-high school

education. Our drop out rate is extremely low; conversely, nearly all seniors graduate with a diploma, on time.

### **School Mission**

The mission of Princeton High Community Day School, an ethnically diverse, rural school that respects individual differences, is to graduate students with the skills and knowledge to be lifelong learners, transition to higher education or the workplace and become productive members of society.

The implementation of a rigorous, dynamic, academic and career-technical curriculum will address career paths that will integrate technology, and be delivered in a partnership between an effective staff and the community.

### **Principal's Message**

I would like to extend to both new and returning families a sincere welcome to Princeton Junior Senior High School and hope that the upcoming school year proves to be positive and rewarding for all students. I am also inviting you to explore the Princeton Junior Senior High School's annual School Accountability Report Card, a required document that provides valuable information about our school's instructional program, academic achievements, classroom materials, school safety, facilities, and staff.

Princeton High Community Day School provides a warm, stimulating environment where students are actively involved in the learning process in a rural setting with very attractive student/teacher ratios. Students receive a challenging, standards-based curriculum delivered by professional, dedicated and caring staff members.

Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the very best educational program possible for Princeton Unified School children, and welcome any suggestions or recommendations that will make our schools even stronger and more effective. Together through our hard work our students will be challenged to reach their maximum potential.



### **Opportunities for Parental Involvement (School Year 2009–10)**

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parents are encouraged to become involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through the school web site, the school marquee, and flyers. Contact Mrs. Martin or Mrs. Polito at (530) 439-2261 for more information on how to become involved in your child's learning environment.

#### Opportunities to Volunteer

- Classroom Helper

- Chaperone
- Fundraising

#### Committees

- School Site Council
- WASC Team
- Migrant Parent Advisory Committee

#### School Activities

- Back to School Night
- Open House
- Athletics
- Class Community
- Project Activities
- Field trips

### **School Safety Plan (School Year 2009–10)**

This section provides information about the school's comprehensive safety plan.

The School Safety Plan is reviewed, updated, and discussed with school faculty annually. The plan establishes and defines procedures/guidelines for the safe and orderly response to earthquakes, fires, floods, intruders, and other emergency disasters. It outlines the protocol for teachers and staff, including the use of telephone trees. The Safety Plan also contains the numbers for each agency that should be contacted in the event of an emergency. To prepare our students and staff for potential disasters and in according law, all schools in the Princeton Joint Unified School District routinely participates in simulated emergency preparedness drills. Each year, there are safety checks by the state Fire Marshall as well as by our insurance carrier. The District is mandated to correct any safety deficiency. We do all we can to ensure the safety of our students, staff, and community at large. To insure safety on campus, supervisors or administrators routinely monitor appropriate behavior. Campus supervisors are assigned to monitor appropriate behavior, and to ensure that all people are authorized to be on school property, all visitors must sign in when entering the campus. Our student discipline handbook is updated annually and shared with each student during a pre-selected period at the beginning of each school year. This helps to insure that all students are aware of behavior expectation and consequences; a copy is then mailed home to all parents/guardians. The District offers first aid training each year. Although all staff is encouraged to attend, it is mandatory training for all coaches and health aides.

For more information about how parents can receive more information, or view the School Safety Plan, contact the District Office at 530-439-2261.

### **School Facility Conditions and Planned Improvements (School Year 2010–11)**

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Princeton Junior Senior High's original facilities were built in the 1950s with the addition of the CDS classroom in 2004. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensures that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins; the

custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two custodians are assigned to PHS and CDS. The custodians are responsible for:

- Grounds keeping
- Restrooms
- Cafeteria Cleanup/Setup
- Office Area Cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The Director of Maintenance and Operations communicates daily with the Superintendent and custodial staff concerning maintenance and school safety issues.

The district Director of Maintenance & Operations does an annual inspection of all sites in accordance with Education Code §17592.72(c) (1). The most recent inspection took place on June 18, 2009. The inspection tool is on file and available for review at the district office.

### **Types of Services Funded (Fiscal Year 2009–10)**

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Princeton Jr. – Sr. High and Community Day School provides the following:

- Summer school
- Before- and after-school tutoring.

### **Professional Development**

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

All training and curriculum development activities at Princeton Junior Senior High CDS revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum, language arts and math curricula, and alignment of curriculum to state content standards. Decisions concerning selection of staff development activities are performed by the superintendent/principal using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. It is the goal of the school to align our Single Site Plan for Student Success, our Vision and our Mission with all expenditures that support professional development.

During the 2007-08 and the 2008-09 school years respectively, Princeton Junior Senior High Community Day held three (3) staff development days devoted to the improvement of student achievement and to the development of safe schools. During the 2009-10 the school calendar also supported three (3) professional development for teachers.

The district also offers ongoing support to new through BTSA, and all teachers are highly encouraged to attend professional workshops and conferences to hone their skills. Classified support staff receives job-related training from department supervisors and the Glenn County Office of Education.

## Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	# of Students	Grade Level	# of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	2
Grade 5		Grade 12	2
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	

## Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	% of Total Enrollment	Group	% of Total Enrollment
Black or African American	0	White	67
American Indian or Alaska Native	0	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	
Filipino	0	English Learners	20
Hispanic or Latino	33	Students with Disabilities	80
Native Hawaiian/Pacific Islander	0		



## Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	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					2.0	2			2.0	1		
Mathematics					2.0	2			2.0	1		
Science					3.0	1			2.0	1		
Social Science					2.0	3			2.0	1		

### III. School Climate

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>Suspensions</b>	20.0	0.0	1	9.4	0.8	11.2
<b>Expulsions</b>	0.0	0.0	0	0.4	0.8	0.0

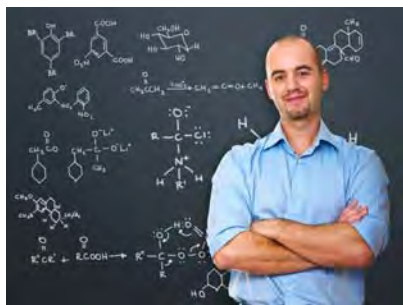
### IV. School Facilities

#### School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.



System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
<b>Interior:</b> Interior Surfaces	n/a	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	n/a	X			
<b>Electrical:</b> Electrical	n/a	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	n/a	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	n/a			X	Fire System in CDS building is not tied to District Alert System.
<b>Structural:</b> Structural Damage, Roofs	n/a	X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X			
<b>Overall Rating</b>		X			



## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
<b>With Full Credential</b>	1	1	1	17
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100%	0%
<b>All Schools in District</b>	100%	0%
<b>High-Poverty Schools in District</b>		
<b>Low-Poverty Schools in District</b>		

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0 Provided by GCOE	N/A
Library Media Teacher (librarian)	0 Provided by GCOE	N/A
Library Media Services Staff (paraprofessional)	0 Provided by GCOE	N/A
Psychologist	0 Provided by GCOE	N/A
Social Worker	0 Provided by GCOE	N/A
Nurse	0 Provided by GCOE	N/A
Speech/Language/Hearing Specialist	0 Provided by GCOE	N/A
Resource Specialist (non-teaching)	0 Provided by GCOE	N/A
Other: Student Services Aid	0 Provided by GCOE	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks & Instructional Materials (2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.



Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	% of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	New to Good	0%	X
Mathematics	New to Good	0%	
Science	New to Good	0%	X
History-Social Science	New to Good	0%	
Foreign Language	New to Good	0%	
Health	New to Good	0%	
Visual and Performing Arts	N/A	0%	
Science Laboratory Equipment (grades 9-12)	New to Good	0%	



## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$ 24,954	0	\$ 24,954	\$ 59,360
District	n/a	n/a	\$ 7,267	\$ 46,531
Percent Difference – School Site and District	n/a	n/a	243.39%	27.57%
State	n/a	n/a	\$ 5,681	\$ 57,352
Percent Difference – School Site and State	n/a	n/a	339.25%	3.50%

### Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,729	\$38,905
Mid-Range Teacher Salary	\$52,256	\$56,504
Highest Teacher Salary	\$65,065	\$71,750
Average Principal Salary (Elementary)	N/A	\$92,053
Average Principal Salary (Middle)	N/A	\$95,666
Average Principal Salary (High)	N/A	\$94,401
Superintendent Salary	\$97,000	\$111,055
Percent of Budget for Teacher Salaries	35.00 %	37.90 %
Percent of Budget for Administrative Salaries	10.60 %	6.80 %

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	*	*	*	27	26	36	46	50	52
Math	*	0	*	27	24	40	43	46	48
Science	*	*	*	37	31	52	46	50	54
History-Social Science	*	*	*	31	43	36	36	41	44



I ♥ School

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Students at the School				
Male	*	*	*	*
Female	*	*		*
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	*	*		*
Native Hawaiian or Pacific Islander				
White	*	*	*	*
Two or More Races				
Socioeconomically Disadvantaged	*	*	*	*
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				



### 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 in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

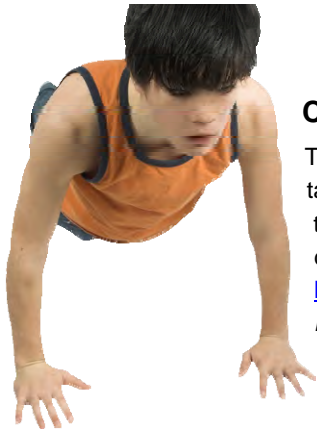
This table displays the percent of students achieving at the Proficient or Advanced level in ELA and math.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	*			41.2		31.6	52.9		54
Mathematics	*			52.9		38.1	51.3		53.4

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

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	*	*	*	*	*	*
All Students at the School	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*



## California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

(Note: This data was not available from the State CDE web site at the time of publication.)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

## 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. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.



### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide			
Similar Schools			

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

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change			Growth API Score 2010
	2007–08	2008–09	2009–10	
All Students at the School	N/A	N/A	N/A	
Black or African American	N/A	N/A		
American Indian or Alaska Native	N/A	N/A	N/A	
Asian	N/A	N/A	N/A	
Filipino	N/A	N/A	N/A	
Hispanic or Latino	N/A	N/A	N/A	
Native Hawaiian/Pacific Islander	N/A	N/A	N/A	
White	N/A	N/A	N/A	
Two or More Races	N/A	N/A	N/A	
Socioeconomically Disadvantaged	N/A	N/A	N/A	
English Learners	N/A	N/A	N/A	
Students with Disabilities	N/A	N/A	N/A	

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School		729	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino		698	715
Native Hawaiian/Pacific Islander			753
White		786	838
Two or More Races			808
Socioeconomically Disadvantaged		693	712
English Learners			692
Students with Disabilities			580

### Adequate Yearly Progress

The federal Elementary and Secondary Education Act 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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	Pend
Participation Rate - English-Language Arts	N/A	Yes
Participation Rate - Mathematics	N/A	Yes
Percent Proficient - English-Language Arts	No	Pend
Percent Proficient - Mathematics	No	Pend
API	Yes	Yes
Graduation Rate	Yes	Pend

### Federal Intervention Program (School Year 2010–11)

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. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

## 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
<b>Dropout Rate (1-year)</b>	33.3	25.0	**	6.2	2.5	**	4.4	3.9	**
<b>Graduation Rate</b>	77.8		**	77.8		**	80.6	80.2	**

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met 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 2010		
	School	District	State
<b>All Students</b>		25	95%
<b>Black or African American</b>		0	90%
<b>American Indian or Alaska Native</b>		2	95%
<b>Asian</b>		0	97%
<b>Filipino</b>		0	98%
<b>Hispanic or Latino</b>		12	92%
<b>Native Hawaiian/Pacific Islander</b>		0	95%
<b>White</b>		12	98%
<b>Two or More Races</b>		0	N/A
<b>Socioeconomically Disadvantaged</b>		17	91%
<b>English Learners</b>		0	99%
<b>Students with Disabilities</b>		1	53%

## Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

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

## Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	0%

## Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

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

## XII. Instructional Planning and Scheduling

See the "Professional Development" narrative at the beginning of this document.

The information in the School Accountability Report Card (SARC) is provided by the California Department of Education with some information supplied by the school and the district office. All data is accurate as of 2/1/2011.

School Accountability Report Card Published by:  
 Revived Images [www.revivedimages.com](http://www.revivedimages.com) (888) 375-5234