



Princeton Junior-Senior High School

473 State Street • Princeton, CA 95970 • 530.439.2261 • Grades 7-12

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2011-12 School Accountability Report Card Published During the 2012-13 School Year

Princeton Joint Unified School District

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Princeton, CA 95970
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www.pjUSD.org

District Governing Board

Cathy Withrow
Cindy Campbell
Lance Glasscow
Don Perez
Victoria Reamer

District Administration

John S. Greene
Superintendent

Cody Walker

District Business Manager

Lantz Swift
Director

Maintenance, Operations & Transportation

Mary Lohse
Food Services Manager

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 530.439.2261.

School Description

Princeton Junior-Senior High School is located in Princeton, California, an unincorporated farming community, which lies on the Colusa and Glenn County line. It is on State Highway 45, adjacent to the Sacramento River. The local community depends primarily upon the cultivation and sales of rice, walnuts, almonds, and other crops. Most of our local students come from either farm-owning families or from families that work on farms in or around Princeton.

The Princeton Joint Unified School District is comprised of Princeton Elementary School and Princeton Junior/Senior High School. The high school first opened its doors in 1910 and was rebuilt in the 1970s. The school follows a traditional 180 school day calendar. The school population is very small by current standards, with approximately 120 students in grades 7-12. Of that number, approximately one third of the students attend Princeton by parent request on inter-district transfer agreements. The school culture is enhanced by a fairly diverse student population consisting of approximately 55% Hispanic, 40% Caucasian, and 5% percent Native American students. Among these students there are a number of students of mixed descent. Currently about 60% of our school population in grades 7-12 participate in the free or reduced lunch program. Most years students classified as English Learners make up between 10 and 15% of the school population.

Princeton Junior/Senior High School is a safe place for learning and participating in extracurricular activities. We have an effective school wide discipline plan, which plays a role in our having very few disciplinary issues and accordingly small numbers of suspensions and expulsions. Our campus is small and easy to supervise, another reason why we have a very 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 and various leadership-building activities. Our students also participate in county-sponsored activities such as the countywide spelling bee and science fairs. Students are encouraged to participate in extracurricular activities. Currently, the school offers competitive athletics in football, volleyball, basketball, baseball, softball and swimming. Students also participate in student government where they develop and hone their leadership skills and create our schoolwide activity schedule.

Princeton Junior/Senior High School enjoys a very close relationship with parents and other community members, many of whom are Princeton graduates themselves. They are involved in the school and demonstrate their support in a variety of meaningful ways. Parents routinely provide transportation to and from athletic and other extracurricular events. They chaperone dances, take tickets at games, work in our snack bar, and help in classrooms. Parents also serve on our Site Council, School Board, and WASC Focus Groups. Our boosters 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 a small school and have only ten teachers, we offer a well-rounded education that parallels most other schools in our area. Our curriculum includes AP courses in English and math, core college preparatory courses, and general and vocational education courses. In 2011-12 we made tremendous progress on our API score, jumping 89 points from 686 to 775. Our score of 775 was the highest API score among the high schools in Glenn and Colusa Counties.

Each year our 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 dropout rate is extremely low, and nearly all seniors graduate on time with a diploma.

School Mission

The mission of Princeton High 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 Junior Senior High 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

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 our district office 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 & Transportation
- Class Community
- Project Activities
- Field trips

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	13
Gr. 8	17
Gr. 9	20
Gr. 10	21
Gr. 11	17
Gr. 12	20
Total	108

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	5.6
Asian	0
Filipino	0
Hispanic or Latino	57.4
Native Hawaiian/Pacific Islander	0.9
White	36.1
Two or More Races	0
Socioeconomically Disadvantaged	67.6
English Learners	12
Students with Disabilities	4.6

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.

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.

Average Class Size and Class Size Distribution												
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	15.6	15.7	13.6	9	8	9	0	1	0	0	0	0
Math	12.8	12.1	10.5	10	11	11	0	0	0	0	0	0
Science	13.3	16.7	14.6	6	3	5	0	0	0	0	0	0
SS	19.8	20.5	17.6	5	4	5	1	2	0	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	1.8	0.08	0
Expulsions Rate	0	0	0
District	09-10	10-11	11-12
Suspensions Rate	0.9	0.04	2.7
Expulsions Rate	0	0	0

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

School Facility Conditions and Planned Improvements (School Year 2012-13)

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

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 11/26/2012

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.

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 report took place on November 26, 2012. The inspection tool is on file and available for review at the district office.

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

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

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

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
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]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	9	9	9
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	17
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
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.

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.

All training and curriculum development activities at Princeton Junior Senior High 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. Princeton Junior Senior High includes three paid staff development days each year which are devoted to the improvement of student achievement and to the development of safe schools.

The district also offers ongoing support to new teachers through the Beginning Teacher Support and Assessment, 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.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	100	0
High-Poverty Schools	100	0
Low-Poverty Schools	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	122

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10964.82	\$1879.34	\$9085.48	\$50246.00
District	♦	♦	\$9085.48	
State	♦	♦	\$5,455	\$57,948
Percent Difference: School Site/District			0%	9%
Percent Difference: School Site/ State			50%	-13%

- * **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
- * **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Types of Services Funded (Fiscal Year 2011-12)

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

Princeton offers before and after school tutoring to students who scored low on the state standards tests or are at risk of retention. A credit recovery class is available for students who need to make up for credit deficiencies. Online classes in a variety of subjects, including AP level, are available to students. Summer school is offered to students who need to make up credits.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	7th-8th 4-22-2010 9th-12th 7-21-2011
Mathematics The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Pre-Alg 8-16-2006 Algebra 18-16-2007

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,099
Mid-Range Teacher Salary		\$55,582
Highest Teacher Salary		\$71,884
Average Principal Salary (ES)		\$88,790
Average Principal Salary (MS)		\$93,519
Average Principal Salary (HS)		\$95,671
Superintendent Salary		\$115,401
Percent of District Budget		
Teacher Salaries	34%	34%
Administrative Salaries	8%	7%

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

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Chemistry 12-18-2008 Modern Biology</p>
<p>History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Various texts and adoptions</p>
<p>Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Spanish I & II 5-19-2004</p>
<p>Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Glencoe Teen Health 10-18-2006</p>
<p>Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%</p>	<p>Ongoing as needed</p>

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	31	34	57	36	41	59	52	54	56
Math	25	19	24	40	37	43	48	50	51
Science	58	42	61	52	35	62	54	57	60
H-SS	38	44	37	36	44	37	44	48	49

Internet Access

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

EdData Partnership Web Site

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

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	59	43	62	37
All Student at the School	57	24	61	37
Male	54	22	56	50
Female	61	25	64	28
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	52	22	55	33
Native Hawaiian/Pacific Islander				
White	72	28	69	44
Two or More Races				
Socioeconomically Disadvantaged	48	22	59	33
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.4	38.5	7.7
9	25	15	50

DataQuest

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

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	25	-23	89
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			104
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	8	-14	108
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

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

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	3	4	3
Similar Schools			

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	86	155	4,664,264
	API-G	775	796	788
Black or African American	Students	0	0	313,201
	API-G			710
American Indian or Alaska Native	Students	6	9	31,606
	API-G			742
Asian	Students	0	0	404,670
	API-G			905
Filipino	Students	0	0	124,824
	API-G			869
Hispanic or Latino	Students	52	96	2,425,230
	API-G	764	782	740
Native Hawaiian/Pacific Islander	Students	0	0	26,563
	API-G			775
White	Students	28	50	1,221,860
	API-G	808	841	853
Two or More Races	Students	0	0	88,428
	API-G			849
Socioeconomically Disadvantaged	Students	60	119	2,779,680
	API-G	757	786	737
English Learners	Students	12	45	1,530,297
	API-G	598	725	716
Students with Disabilities	Students	5	9	530,935
	API-G			607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2012		
	School	District	State
All Students	95	95	---
Black or African American	N/D	N/D	---
American Indian or Alaska Native	N/D	N/D	---
Asian	N/D	N/D	---
Filipino	N/D	N/D	---
Hispanic or Latino	91	91	---
Native Hawaiian/Pacific Islander	100	100	---
White	100	100	---
Two or More Races	N/D	N/D	---
Socioeconomically Disadvantaged	91	91	---
English Learners	100	100	---
Students with Disabilities	100	100	---

Dropout Rate and Graduation Rate

Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	5	5.9	5
Graduation Rate			90.00
District			
Dropout Rate (1-year)	6	15	5
Graduation Rate			90.00
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Subject	2009-10	2010-11	2011-12
English-Language Arts	22	35	41
Mathematics	29	29	48
District			
English-Language Arts	22	35	41
Mathematics	29	29	48
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	1	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	1	---
Science	0	---
Social Science	0	---
All courses	2	1.9

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	27	14	52	43	4
All Students at the School	59	27	14	52	43	4
Male	73	18	9	55	45	0
Female	45	36	18	50	42	8
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	64	21	14	43	50	7
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	69	19	13	50	44	6
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	5
Percent of pupils completing a CTE program and earning a high school diploma	2
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	0

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	44.3
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	5.6

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