

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Claremont High



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
School Name	Claremont High	District Name	Claremont Unified
Street	1601 North Indian Hill Blvd.	Phone Number	(909) 398 - 0609
City, State, Zip	Claremont, CA 91711-2643	Web Site	<a href="http://www.cusd.claremont.edu">www.cusd.claremont.edu</a>
Phone Number	909-624-9053	Superintendent	David Cash
Principal	Brett O'Connor, Ed.D.	E-mail Address	<a href="mailto:dcash@chs.cusd.claremont.edu">dcash@chs.cusd.claremont.edu</a>
E-mail Address	<a href="mailto:boconnor@chs.cusd.claremont.edu">boconnor@chs.cusd.claremont.edu</a>		

### School Description and Mission Statement

This section provides information about the school's goals and programs.

The Claremont High School Mission Statement was developed by staff, students, and parents over a decade ago, and it continues to be a guidepost on our path to excellence. It states:

We have a commitment to create a nurturing environment which provides a quality education and generates an enthusiasm for learning that will inspire personal, social, and academic lifetime growth.

This vision is expanded in our statement of what students should know, understand, and be able to do, which constitute our Expected Schoolwide Learning Results (ESLRs).

All CHS Graduates will be Career-oriented Goal Setters, Healthy and Balanced Individuals, Seekers and Finders of Information, Problem Solvers and Critical Thinkers, Effective Communicators, and Productive Members of Society (CHS-PEP).

Claremont High School is located in Southern California about thirty miles east of Los Angeles. Nestled in the San Gabriel Valley and the City of Claremont, Claremont High is within walking distance of the consortium of seven Claremont Colleges. Within the Claremont Unified School District, Claremont High is the comprehensive high school, along with seven elementary schools, a school for orthopedically handicapped students, one intermediate school, one continuation high school, one Community Day School, and one Adult School.

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Claremont High School serves 2,315 students from a predominantly middle class, college community. The school is proud of its rich diversity, which is noted in over twenty different languages spoken. The student community is 47% White, 27% Hispanic, 12% Asian and Pacific Islander, and 9% African-American. Over 90% are fluent English speakers. Claremont High serves approximately thirty-five orthopedically handicapped students from this and surrounding districts. Staff and students work hard to build a culture of respect and pride. There is a school culture of strong achievement by all students and an expectation of respect for each other.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Carrie Allen

**Contact Person Phone Number:** 909-624-9053

It is a high priority at Claremont High to welcome and encourage parents to visit, volunteer, attend parent education sessions, and participate in decision-making meetings. Our site community liaison is continuously looking for parents to volunteer in our classrooms. There has been a rapid increase in parent involvement at the site. Throughout the school year, a variety of parent education sessions are offered. Topics are selected based on an annual parent needs assessment conducted at a School Site Council meeting. Notices are sent home on all parent education sessions, and telephone calls are made to encourage parent attendance. To support the participation of our parents in these classes,

## Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Grade 9	590	Grade 12	524
Grade 10	577	Total Enrollment	2255
Grade 11	564		

## Student Enrollment by Group

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	8.00%	White (Not Hispanic)	47.63%
American Indian or Alaska Native	0.35%	Multiple or No Response	4.83%
Asian	12.24%	Economically Disadvantaged	20.00%
Filipino	2.00%	English Learners	3.00%
Hispanic or Latino	25.00%	Students With Disabilities	8.00%
Pacific Islander	0.58%		

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## Average Class Size and Class Size Distribution

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	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+
English	29.1	32.0	8.0	44.0	29.5	26.0	11.0	44.0	29	30.0	6.0	44.0
Mathematics	30.1	18.0	14.0	34.0	29.5	24.0	12.0	35.0	29	22.0	18.0	29.0
Science	32.1	1.0	27.0	30.0	32.8	1.0	11.0	46.0	33	3.0	8.0	48.0
Social Science	35.4	--	8.0	44.0	35.8	--	7.0	45.0	36	1.0	6.0	45.0

## II. School Climate

### School Safety Plan

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

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Claremont High is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. **School Crime Assessment:** Claremont High provides compiled school crime information each month for the Uniform Management Information Reporting System (UMIRS) as mandated by the State of California. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.
2. **Child Abuse Reporting:** Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.
3. **Disaster Procedures:** In order to ensure the safety of students and school personnel, the School Safety Committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a semester and evaluated for effectiveness.
4. **School Discipline:** Claremont High has created a schoolwide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies or classroom presentations. Staff members consistently enforce the schoolwide standards.
5. **Procedures to Notify Teachers of Dangerous Pupils:** If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.
6. **Sexual Harassment Policy:** Claremont High strictly adheres to district policies which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year, and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.
7. **Schoolwide Policy Statement on Dress:** Claremont High believes that a policy contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process.
8. **Safe and Orderly Environment:** Claremont High believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

## 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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspensions</b>	0.46%	0.34%	0.25%	0.20%	0.16%	0.14%
<b>Expulsions</b>	0.00%	0.04%	0.00%	0.00%	0.00%	0.00%

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## III. School Facilities

### School Facility Conditions and Improvements

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

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. Claremont High School was completed in three phases starting in 1962 and ending in 1966. It is comprised of 79 instructional spaces, including classrooms, laboratories, two gymnasiums, art rooms, a theatre and computer labs. Support services are provided in a variety of areas. In addition to the gymnasiums, athletic/PE facilities include a swimming pool, and athletic fields and courts for soccer, football, baseball, tennis and track.

The District takes great efforts to ensure that all schools are clean, safe, and functional. While some district buildings show wear, continual work is done to assure buildings and grounds are in good, safe working order. This is done in a manner that does not distract from a positive learning environment. Head custodians undergo special training and regularly inspect schools and report needed repairs promptly. All school facilities are inspected annually by the Fire Department. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Emergency Work Orders or routine Work Request/Work Orders are used to ensure efficient service and that emergency repairs are given the highest priority.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the District has budgeted \$293,000 for the Deferred Maintenance Program. This represents .6% of the District's general fund budget.

Modernization The Science Wing at Claremont High School was modernized prior to the start of the 2003-04 school year. Four new science classrooms were added and existing classrooms were converted into five renovated state-of-the art science labs. The campus also received new book lockers. The athletic field complex, including the football, baseball, and soccer fields were also renovated prior to the 2003-04 school year. Additional modernization continues through 2005 -06 which includes modernization of classrooms, the school office and ADA compliance. School Facility Conditions Results of Inspection and Evaluation Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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## School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness	x			

## Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		x		

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## IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	82	84	81	307
Without Full Credential	8	5	8	15
Teachers Teaching Outside Subject Area	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	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.4%	3.6%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	97.0%	3.0%

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## V. Support Staff

### Academic Counselors and Other Support Staff

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	Academic Counselor
Academic Counselor	4.0	516
Library Media Teacher (Librarian)	1.0	--
Nurse	0.8	--
Psychologist	1.0	--
Speech/Language/Hearing Specialist	1.0	--

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, 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	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Standards Aligned	0
Mathematics	Standards Aligned	0
Science	Standards Aligned	0
History-Social Science	Standards Aligned	0
Foreign Language	--	0
Health	--	0
Science Laboratory Equipment (grades 9-12)	--	0

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## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,251.00	\$779.00	\$3,472.00	\$60,181.00
District	--	--	--	\$61,323.00
Percent Difference - School Site and District	--	--	--	2%
State	--	--	\$4,943.00	\$58,776.00
Percent Difference - School Site and State	--	--	30%	-2%

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Claremont Unified School District currently spends approximately 71% of its general operating budget directly in the classroom. This includes funds expended for teachers, instructional assistants, books, materials, supplies and equipment.

Another 20% of the operating budget is made up of direct support to the classroom including expenditures for principals, site staff, student support staff, curriculum support, maintenance of school buildings, and grounds maintenance.

The remainder of the operating budget is expended for the Board of Education, the Superintendent, and District and Central Support Departments.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,359.00	\$38,479.00
Mid-Range Teacher Salary	\$59,561.00	\$60,306.00
Highest Teacher Salary	\$81,434.00	\$74,193.00
Average Principal Salary (Elementary)	\$98,333.00	\$92,985.00
Average Principal Salary (Middle)	\$103,690.00	\$98,305.00
Average Principal Salary (High)	\$112,986.00	\$107,384.00
Superintendent Salary	\$152,970.00	\$155,314.00
Percent of Budget for Teacher Salaries	41.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	61%	62%	61%	57%	59%	60%	40%	42%	43%
Mathematics	36%	37%	35%	52%	54%	52%	38%	40%	40%
Science	45%	54%	54%	44%	51%	56%	27%	35%	38%
History-Social Science	53%	52%	56%	49%	47%	52%	32%	33%	33%

### CST 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
African-American	46%	20%	33%	36%
American Indian or Alaska Native	--	--	--	--
Asian	75%	58%	74%	70%
Filipino	58%	29%	46%	50%
Hispanic or Latino	46%	22%	30%	44%
Pacific Islander	40%	17%	--	--
White (Not Hispanic)	69%	38%	65%	64%
Male	60%	37%	56%	62%
Female	62%	32%	50%	50%
Economically Disadvantaged	40%	26%	34%	40%
English Learners	7%	24%	5%	8%
Students With Disabilities	14%	10%	10%	15%

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## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	District			State		
	2005	2006	2007	2005	2006	2007
Reading	61%	63%	66%	41%	42%	42%
Mathematics	68%	66%	73%	52%	53%	53%

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

**No Data Available**

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## California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

## CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	80	76	51	74	73	49	71.3	69	49
Mathematics	62	59	47	70	69	50	65.5	63	45

## CAHSEE Results by Student Group – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	26	24	50	30	43	27
Male	31	25	45	23	46	31
Female	21	23	56	36	41	23
African American	45	24	31	55	37	8
Asian	21	13	66	5	41	54
Filipino	33	8	58	50	8	42
Hispanic or Latino	37	26	37	47	47	14
White (not Hispanic)	19	25	56	22	49	29
English Learners	61	21	18	49	42	9
Socioeconomically Disadvantaged	43	23	35	49	37	14
Students Receiving Migrant Education services	*	*	*	*	*	*
Students with Disabilities	87	8	5	90	10	0

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## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six 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 at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
9	64.0%

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2004	2005	2006
Statewide	9	9	9
Similar Schools	5	8	6

### API Changes 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, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	27	-8	0	793
African-American	--	10	12	721
Asian	7	24	-23	862
Hispanic or Latino	33	-24	15	731
White (Not Hispanic)	30	-5	-3	822
Economically Disadvantaged	41	-25	7	702
Students With Disabilities	--	-66	57	491

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## Adequate Yearly Progress

The federal NCLB 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 English-language arts (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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

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 AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	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 (English-language arts 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	Not In PI

## X. School Completion and Postsecondary Preparation

### 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 is 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0.2%	0.3%	0.7%	1.0%	2.0%	2.0%	3.0%	3.0%	4.0%
Graduation Rate	98.4%	99.2%	98.6%	95.0%	95.0%	94.0%	85.0%	85.0%	83.0%

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## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007
	District
All Students	0
African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	0
Pacific Islander	0
White (not Hispanic)	0
Socioeconomically Disadvantaged	0
English Learners	0
Students with Disabilities	0

## Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	546.0
Percent of pupils completing a CTE program and earning a high school diploma	0.0

## Courses for University of California and/or California State University Admission

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	78.9%
Graduates Who Completed All Courses Required for UC/CSU Admission	60.8%

# School Accountability Report Card

Reported for School Year 2006-07

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## Advanced Placement Courses

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	2.0	--
Foreign Language	3.0	--
Mathematics	3.0	--
Science	3.0	--
Social Science	3.0	--
All Courses	14.0	8.0%

## Professional Development

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

The District continues to provide professional development activities to all staff members based on the needs as identified by the district site administrators and teachers. Teachers are actively engaged in ongoing professional development through regular staff meetings, grade level meetings and three voluntary Professional Development Days. In 1999-2000, the district began a Beginning Teacher Support and Assessment program and a Preintern program to provide assistance to the recently credentialed teacher.

## Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 Days	180 Days
10	180 Days	180 Days
11	180 Days	180 Days
12	180 Days	180 Days