

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Clayton Valley High School

Address: 1101 Alberta Way , Concord CA 94521-3799
Principal: Gary Swanson

Phone: 925-682-7474
Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

MISSION STATEMENT

- Provide an academic program in a humane environment.
- Help students develop respect and appreciation for themselves and for others.
- Help students grow into competent, confident, caring adults with a sense of responsibility to themselves and to society.
- Help each individual realize his/her potential to the fullest extent.
- Provide a safe and welcoming environment for students, staff, and the community.

VISION STATEMENT

Clayton Valley prepares its students for the future by fostering independent, critical, creative, and ethical thinkers who can make choices, solve problems, prepare to become responsible citizens and make decisions about their futures in an educational environment characterized by student-centered learning, the use of advanced technology, and the expectation that *every student* can learn, succeed, and is valued.

Student Enrollment

Group	Percent
African American	3.50 %
American Indian or Alaska Native	0.64 %
Asian	6.68 %
Filipino	4.35 %
Hispanic or Latino	17.87 %
Pacific Islander	0.64 %
White (not Hispanic)	66.12 %
Multiple or No Response	0.21 %
Socioeconomically Disadvantaged	12.00 %
English Learners	4.00 %
Students with Disabilities	8.00 %

Total Number of Students	1886
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Teachers

Indicator	Teachers
Teachers with full credential	79
Teachers without full credential	8
Teachers Teaching Outside Subject Area of Competence	9
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	62%
Mathematics	30%
Science	58%
History-Social Science	56%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	770
Statewide Rank (from 2008 Base API Report)	7
2009-10 Program Improvement Status (PI Year)	

School Facilities

Summary of Most Recent Site Inspection

10/14/09

Repairs Needed

None.

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0.0%
Mathematics	0.0%
Science	0.0%
History-Social Science	0.0%
Foreign Language	0.0%
Science Laboratory Equipment (9-12)	0.0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,988.42
District	\$4,879.73
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	85.2%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	819
Graduates Who Completed All Courses Required for University of California or California State University Admission	94.48%

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%

Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	72%
Achievement Level - Proficient	30%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	59%
Achievement Level - Proficient	23%
Achievement Level - Advanced	5%

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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 on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page 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., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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 2009-10)

This section provides the schools contact information.

School		District	
School Name	Clayton Valley High	District Name	Mt. Diablo Unified
Street	1101 Alberta Way	Phone Number	925-682-8000
City, State, Zip	Concord , CA 94521-3799	Web Site	www.mdusd.k12.ca.us
Phone Number	925-682-7474	Superintendent	Richard Nicoll
Principal	Gary Swanson	E-mail Address	josephl@mdusd.k12.ca.us
E-mail Address	swansongary@mdusd.k12.ca.us	CDS Code	07- 61754- 0731380

School Description and Mission Statement (School Year 2008-09)

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MISSION STATEMENT

- Provide an academic program in a humane environment.
- Help students develop respect and appreciation for themselves and for others.
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Clayton Valley prepares its students for the future by fostering independent, critical, creative, and ethical thinkers who can make choices, solve problems, prepare to become responsible citizens and make decisions about their futures in an educational environment characterized by student-centered learning, the use of advanced technology, and the expectation that *every student* can learn, succeed, and is valued.

Opportunities for Parental Involvement (School Year 2008-09)

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Organized opportunities for parental involvement include: Parent Faculty Club, School Site Council, Music Boosters, Athletic Boosters, WASC Committees and Focus Groups, and Clayton Arts Academy and Public Service Academy parent groups, Career Days, "Every 15 Minutes" simulation, and the Community Network of Care. Classroom, office and library volunteers are always welcome.

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Grade 9	622
Grade 10	425
Grade 11	442
Grade 12	397
Ungraded Secondary	0
Total Enrollment	1886

Student Enrollment by Group (School Year 2008-09)

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
African American	3.50 %
American Indian or Alaska Native	0.64 %
Asian	6.68 %
Filipino	4.35 %
Hispanic or Latino	17.87 %
Pacific Islander	0.64 %
White (not Hispanic)	66.12 %
Multiple or No Response	0.21 %
Socioeconomically Disadvantaged	12.00 %
English Learners	4.00 %
Students with Disabilities	8.00 %

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	2006-07				2007-08				2008-09			
	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	18.3	70	25	14	24.3	35	31	10	23.7	41	25	17
Mathematics	22.3	41	11	15	24.8	35	20	12	22.5	43	5	22
Science	24.9	15	32	3	28.3	3	40	2	21.5	21	40	1
Social Science	26.5	14	21	22	33.0	2	16	31	28.5	9	24	28

III. School Climate

School Safety Plan (School Year 2008-09)

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

Key elements in the School Safety plan include: Physical plant description, Chemical Hygiene plan, environmental safety plan, emergency procedures for fire, earthquake, bomb threat, intruder, evacuation and lock-down procedures, communication procedures for site, district, city and community crisis response. Fire and lock-down drills are held throughout the school year. School Crisis Response training for all is being provided to all district employees in May of 2005. Clayton Valley enjoys a very positive relationship with the Concord Police Department and the Clayton Police Department in support of campus safety. Concord Police Department provides a School Resource Officer to work closely with the site.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	9.3	7.4	6.4	11.4	14.5	15.4
Expulsions	0.1	0.1	0.0	0.2	0.2	0.2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations 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. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Additionally, 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.

School Facility Good Repair Status (School Year 2009-10)

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
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			New water line recently installed
Interior: Interior Surfaces	N/A	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			
Electrical: Electrical	N/A	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X			
Safety: Fire Safety, Hazardous Materials	N/A	X			
Structural: Structural Damage, Roofs	N/A	X			Roofing improvements
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			Lock upgrade planned Landscape improvements Security system upgrade planned New fencing recently installed
Overall Rating	Good				N/A

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.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	72	76	79	1639
Without Full Credential	8	9	8	108
Teaching Outside Subject Area of Competence	21	9	9	N/A

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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	8	0
Total Teacher Misassignments	0	9	0

Vacant Teacher Positions	0	0	0
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Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the 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 participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	98.3	1.7
All Schools in District	95.2	4.8
High-Poverty Schools in District	96.3	3.7
Low-Poverty Schools in District	96.3	3.7

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	2.0	943
Library Media Teacher (Librarian)	0.5	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils
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Area						Who Lack Their Own Assigned Textbooks and Instructional Materials	
Reading/Language Arts	MDUSD Adopted 2002		Publisher	# Students	# Books	0.0%	
	9	Timeless Voices, Timeless Themes - Gold	Prentice Hall School Division	464	483		
	10	Timeless Voices, Timeless Themes - Platinum	Prentice Hall School Division	503	558		
	11	Timeless Voices, Timeless Themes - The American Experience	Prentice Hall School Division	423	494		
	12	Timeless Voices, Timeless Themes - The British Tradition	Prentice Hall School Division	326	407		
Mathematics	MATHEMATICS	MDUSD Adopted 2009	Publisher	# Students	# Books	0.0%	
	9 -- 12	Algebra Concepts and Skills	California Math Algebra 1	McDougal Littell	36		141
	9 -- 12	Intro to Algebra	Algebra : Concepts and Applications	Glencoe/McGraw-Hill	64		276
	9 -- 12	Algebra	California Algebra 1	Prentice Hall School Division	389		772
	9 -- 12	Geometry	California Geometry	Prentice Hall School Division	421		724
	9 -- 12	Algebra 2	Holt Algebra 2	Holt, Rinehart & Winston	312		414
	9 -- 12	Personal Finance	Mathematics For Business and Personal Finance	Glencoe/McGraw-Hill	118		141
	9 -- 12	Pre-Calculus	Precalculus Enhanced with Graphing Utilities	Prentice Hall School Division	83		100
	9 -- 12	Calculus	Calculus: Graphical, Numerical, Algebraic	Prentice Hall School Division	37		37
	9 -- 12	Statistics AP	STATS: Modeling the World	Prentice Hall School Division	92		100
	9 -- 12	Advanced Mathematical Concepts	Advanced Mathematical Concepts	Glencoe/McGraw-Hill	70		102
	Science	SCIENCE	MDUSD Adopted 2000		# Students		# Books
9 -- 12		Biology I (D)	Biology	Pearson/Prentice Hall	532	537	
9 -- 12		Biology AP (D)	Advanced Placement Biology	Pearson/Prentice Hall	32	55	
9 -- 12		Chemistry I (D)	Chemistry: Matter and Change	Glenco Publishing Co	253	389	
9 -- 12		Chemistry I Honors (D)	Chemistry(7th Ed.)	Houghton Mifflin	64	68	
9 -- 12		Earth Science I	Earth Science	Pearson/Prentice Hall	343	357	
9 -- 12		Introduction to Biology	Biology: Cycles of Life	AGS Publishing	75	139	
9 -- 12		Marine Biology	Marine Biology	Thomson Learning	29	120	
9 -- 12		Physics (D)	Conceptual Physics	Pearson/Prentice Hall	102	135	
9 -- 12		Physics Honors (D)	College Physics	Thomson Learning	65	105	
9 -- 12		Physiology (D)	Essentials of Human Anatomy and Physiology	Pearson/Prentice Hall	23	48	

	SOCIAL SCIENCE			MDUSD Adopted 2005		Publisher		#	#			
							Students	Books				
History-Social Science	9 -- 12	World History	World History: The Modern World	Prentice Hall School Division			616	779	0.0%			
	9 -- 12	U.S. History	The Americans: Reconstruction Through the 20th Century	McDougal Littell			385	638				
	9 -- 12	AP U.S. History	The American Pageant	McDougal Littell			33	50				
	9 -- 12	Economics	Principles in Practice	Prentice Hall School Division			164	324				
	9 -- 12	AP Economics	Principles of Economics	Thomson/South-Western			61	79				
	9 -- 12	U.S. Government	Magruder's American Government	Prentice Hall School Division			205	286				
	9 -- 12	AP U.S. Government	American Government: Institutions and Policies, 8th Ed.	McDougal Littell			35	85				
	9 -- 12	Psychology	Understanding Psychology	Glencoe/McGraw-Hill			35	50				
	9 -- 12	AP Psychology	Psychology, Myers in Modules, 8th Ed.	Worth			88	110				
	9 -- 12	Sociology	Sociology: the Study of Human Relationships	Holt, Rinehart & Winston			34	51				
Foreign Language	FOREIGN LANGUAGE						MDUSD Adopted 2003	Publisher	#	#	%	0.0%
		SPANISH										
	9 -- 12	Spanish I	Realidades – Level 1	Prentice Hall School Division			270	277	0			
	9 -- 12	Spanish II	Realidades – Level 2	Prentice Hall School Division			244	320	0%			
	9 -- 12	Spanish III	Realidades – Level 3	Prentice Hall School Division			195	248	0			
	9 -- 12	Spanish IV	Ven conmigo!, Nuevas Vistas, Level 1	Holt, Rinehart & Winston			29	108	0			
	9 -- 12	Spanish V	Ven conmigo!, Nuevas Vistas, Level 2	Holt, Rinehart & Winston			32	36	0			
		FRENCH										
	9 -- 12	French I	Discovering French, Bleu	McDougal Littell			34	90	0%			
	9 -- 12	French II	Discovering French, Blanc	McDougal Littell			43	75	0			
	9 -- 12	French III	Discovering French, Rouge	McDougal Littell			26	47	0			
	9 -- 12	French AP	Une Fois Pour Toutes	Pearson/Prentice Hall			7	10	0			
	9 -- 12	French AP	En Bonne Forme	Houghton Mifflin			13	28	0			
	Science Laboratory Equipment (9-12)	Laboratory Science Equipment - Available									Yes	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,107.53	\$3,119.11	\$4,988.42	\$61,451
District	N/A	N/A	\$4,879.73	\$60,713
Percent Difference – School Site and District	N/A	N/A	2.23%	-9.50%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	1.22%	-8.35%

Types of Services Funded (Fiscal Year 2008-09)

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

The Parent Faculty Club (PFC) has an annual fundraiser to support and purchase modern technological tools for all students to use. Music Boosters and Athletic Boosters also have fundraisers to support their respective programs.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,650	\$42,065
Mid-Range Teacher Salary	\$61,647	\$67,109
Highest Teacher Salary	\$82,326	\$86,293
Average Principal Salary (Elementary)	\$93,197	\$107,115
Average Principal Salary (Middle)	\$95,806	\$112,279
Average Principal Salary (High)	\$106,705	\$122,532
Superintendent Salary	\$184,086	\$216,356
Percent of Budget for Teacher Salaries	39.40 %	39.40 %
Percent of Budget for Administrative Salaries	5.30 %	5.50 %

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 CSTs 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 ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. 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. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	54	55	62	50	51	55	43	46	50
Mathematics	25	25	30	44	45	47	40	43	46
Science	39	48	58	42	51	54	38	46	50
History-Social Science	42	44	56	36	40	46	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 by Student Group (School Year 2008-09)

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	56	10	31	41
American Indian or Alaska Native	60	21	*	*
Asian	71	45	59	69
Filipino	58	27	41	65
Hispanic or Latino	48	21	45	46
Pacific Islander	*	*	*	*
White (not Hispanic)	66	32	63	57
Male	59	33	56	59
Female	66	27	59	54
Economically Disadvantaged	46	20	45	37
English Learners	13	12	0	0
Students with Disabilities	19	9	32	32
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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

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 Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. 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 Students – Three-Year Comparison

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	62.3	64.9	71.2	55.9	60.5	63.1	48.6	52.9	52.0
Mathematics	63.0	62.0	73.0	58.6	58.0	61.7	49.9	51.3	53.3

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. 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 by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	35.1	44.9	20.0	38.0	40.6	21.4
Male	41.2	43.6	15.2	32.6	42.2	25.2
Female	30.0	46.0	24.0	42.8	39.2	18.0
African American	45.5	36.4	18.2	45.5	45.5	9.1
American Indian or Alaska Native	*	*	*	*	*	*
Asian	19.4	41.7	38.9	15.8	39.5	44.7
Filipino	35.3	52.9	11.8	41.2	35.3	23.5
Hispanic or Latino	54.7	32.6	12.8	52.3	34.9	12.8
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	30.9	48.9	20.2	36.2	42.6	21.2
English Learners	82.4	14.7	2.9	63.6	30.3	6.1
Socioeconomically Disadvantaged	58.6	32.8	8.6	50.9	38.2	10.9
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	78.8	21.2	0.0	80.0	20.0	0.0

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. 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 Physical Fitness Test Results (School Year 2008-09)

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 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 \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9	13.4	31.5	45.5

X. 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 on the CDE [Academic Performance Index \(API\)](#) Web page.

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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	7	7	7
Similar Schools	1	1	1

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education 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, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-1	11	26	770
African American				
American Indian or Alaska Native				
Asian				821
Filipino				
Hispanic or Latino	-15	52	16	704
Pacific Islander				
White (not Hispanic)	0	1	30	784
Socioeconomically Disadvantaged	-17	42	39	689
English Learners				
Students with Disabilities	6	35	43	593

"N/A" means a number is not applicable or not available due to missing data.

*** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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.

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	10
Percent of Schools Currently in Program Improvement	N/A	18.2

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 (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 [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout 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.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	1.1	3.0	3.1	3.5	6.0	6.1	3.5	4.4	3.9
Graduation Rate	96.1	92.0	85.2	86.3	85.9	76.7	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009
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	School	District	State
All Students	370	2265	N/A
African American	14	102	N/A
American Indian or Alaska Native	0	13	N/A
Asian	17	216	N/A
Filipino	17	122	N/A
Hispanic or Latino	48	507	N/A
Pacific Islander	5	30	N/A
White (not Hispanic)	269	1275	N/A
Socioeconomically Disadvantaged	30	381	N/A
English Learners	34	384	N/A
Students with Disabilities	46	303	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Auto Technology (ROP), Automotive I, Forensic Science (ROP), Pre-Engineering Tech, Radio Production (ROP), Woodworking I & Adv., Cabinet Making (ROP), Foods I & II, Restaurant Occupation (ROP), Creative Writing (ROP), Accounting, Business Math, Child Psych I & II, Sports Medicine (ROP), Photography Arts I & II, Photography Arts Advanced, Video Production I & II, Art Design A, B, Adv., Computer Graphics Art (ROP), Intro to Film Study.

Career Technical Education Participation (School Year 2008-09)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	819
Percent of the school's pupils completing a CTE program and earning a high school diploma	94.48%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	82% sequenced
	0% articulated

Courses for University of California and/or California State University Admission (School Year 2007-08)

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.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	75.5
Graduates Who Completed All Courses Required for UC/CSU Admission	44.5

Advanced Placement Courses (School Year 2008-09)

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.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	3	N/A
All courses	9	3.8

XII. Instructional Planning and Scheduling

Professional Development

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

The district coordinates a varied staff development programs for teachers and administrators based on assessed needs and state mandates. Two days prior to school year are dedicated to staff development.

Teachers participate in a variety of staff development activities, segments of Staff Meetings, "Buy Back" days in August, and workshops and conferences throughout the year. State funding for staff development has been eliminated and other sources are being sought to maintain programs to support the teaching staff.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP

frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92