

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

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 | Anaheim High | District Name | Anaheim Union High |
| Street | 811 West Lincoln Ave. | Phone Number | 714-999-3502 |
| City, State, Zip | Anaheim, CA 92805-2402 | Web Site | AUHSD.k12.ca.us |
| Phone Number | 714-999-3717 | Superintendent | Joseph Farley, Ed.D. |
| Principal | Ben Sanchez | E-mail Address | Farley_j@auhsd.k12.ca.us |
| E-mail Address | Sanchez_b@auhsd.k12.ca.us | CDS Code | 30664313030228 |

School Description and Mission Statement

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

The mission of Anaheim High School, in preparing students to participate in a changing, global society, is to promote student excellence through self-discipline, self-esteem, and academic achievement. Our students will exhibit these qualities in the classroom, in co-curricular activities and in our community.

Opportunities for Parental Involvement

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

Anaheim High School provides several opportunities for parents to get involved including:

1. PTSA/Comite de los Padres
2. School Site Council
3. Parent Institute For Quality Education
4. Title 1 Parent Advisory
5. Band Boosters
6. Dance Boosters
7. Athletic Boosters

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 9 | 826 |
| Grade 10 | 805 |
| Grade 11 | 730 |
| Grade 12 | 535 |
| Total Enrollment | 2896 |

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 | 1 % | White (not Hispanic) | 2.69 % |
| American Indian or Alaska Native | 0.1 % | Multiple or No Response | 1.62 % |
| Asian | 0.97 % | Socioeconomically Disadvantaged | 73 % |
| Filipino | 1 % | English Learners | 46 % |
| Hispanic or Latino | 92 % | Students with Disabilities | 9 % |
| Pacific Islander | 0.59 % | | |

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 | 2004-05 | | | | 2005-06 | | | | 2006-07 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 23.6 | 71 | 18 | 34 | 25.8 | 65 | 27 | 35 | 27 | 53 | 32 | 39 |
| Mathematics | 30.5 | 17 | 20 | 43 | 34.4 | 2 | 22 | 56 | 34 | 9 | 18 | 45 |
| Science | 33.3 | 4 | 9 | 29 | 33.7 | 5 | 12 | 31 | 37 | 2 | 6 | 41 |
| Social Science | 31.9 | 6 | 17 | 31 | 34.4 | 3 | 13 | 39 | 38 | 2 | 3 | 46 |

II. School Climate

School Safety Plan

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

School Safety Plans are reviewed and adapted on an annual basis at a workshop conducted by district staff. The School Safety Plan for the school year is discussed with site staff members in the beginning of the Fall Semester.

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 |
| Suspensions | 7.8 | 1.3 | 0.7 | 13.6 | 6.1 | 6 |
| Expulsions | 0.4 | 0.7 | 0.4 | 0.5 | 0.6 | 0.9 |

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.

Anaheim High School, established in 1898 is the oldest of nine comprehensive high schools in the Anaheim Union High School District. The current facilities were built in 1935. The 37.2 acre site was modernized in 1994-95. AHS is currently going through more modernization construction. Work is proceeding on replacing 50 temporary classrooms with permanent buildings. Work on the remainder of the campus will start fresh after plans are resubmitted to the Division of State Architects in November 2006. It is estimated it will take the agency until May 2007 to review and approve the plans. At present there are 55 regular classrooms plus a large number of portable classrooms. There are 27 labs which are designed for specific programs (i.e. computer labs, science labs, choral music room, etc.) The site also includes Cook Auditorium, a cafeteria, a library, a gym and pool facility, and a variety of sports fields.

The most recent site inspection was completed on Feb. 27 & 28, 2008

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] | HVAC non-operational in boys/girls gym. Multi-zone HVAC needs replacement in room 18. Work orders issued. |
| Windows/Doors/Gates (interior and exterior) | [X] | [] | [] | |
| Interior Surfaces (walls, floors, and ceilings) | [] | [] | [X] | Several stained, missing and broken ceiling tiles in classrooms. Interior of Pool Mechanical Room needs repair. Work orders issued. |
| Hazardous Materials (interior and exterior) | [X] | [] | [] | |
| Structural Damage | [] | [] | [X] | Pool/Pool mechanical room non-operational and dry rot on exterior of room 72. Work order issued. |
| 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] | [] | [] | Commercial Building area roof has several leaks. Work order issued. |
| 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 | Facility Condition | | | |
|-----------------|--------------------|------|------|------|
| | Exemplary | Good | Fair | Poor |
| Overall Summary | [] | [] | [X] | [] |

IV. Teachers

Professional Development

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

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. The Peer Assistance Review (PAR) and Beginning Teacher Support and Assessment (BTSA) programs, district workshops, and professional conferences are opportunities for professional development. The District continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize student assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All district staff members are supported in their efforts to be considered highly qualified under NCLB. The Comprehensive School Grant has given teachers and administrators many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research based instructional strategies are reviewed and implemented.

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 | 101 | 104 | 101 | 1281 |
| Without Full Credential | 7 | 9 | 6 | 57 |
| Teaching Outside Subject Area of Competence | 3 | 0 | 4 | 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 | 2005-06 | 2006-07 | 2007-08 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | | 0 | 4 |
| Total Teacher Misassignments | | 4 | 8 |
| Vacant Teacher Positions | 0 | 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 | 99.7 % | 0.3 % |
| All Schools in District | 98 % | 2 % |
| High-Poverty Schools in District | 87 % | 13 % |
| Low-Poverty Schools in District | 99.1 % | 0.9 % |

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 | Average Number of Students per Academic Counselor |
|--|----------------------------------|---|
| Academic Counselor | 6 | 482 |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non-teaching) | 2 | N/A |
| Other | 1 | N/A |

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.

This information was collected in October 2007.

| 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 | Per the California Department of Education schedule, all textbooks are replaced every seven years. Reading/Language Arts materials were adopted in 2003-04. There is one textbook available per student. | 0 |
| Mathematics | Mathematics textbooks were adopted in 2002-03. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student. | 0 |
| Science | Science textbooks were adopted in 2001-02. There is one textbook available per student. School staff will begin the selection process for new standards-based texts in 2006-07. | 0 |
| History-Social Science | History/Social science textbooks were adopted in 2005-06. There is one textbook available per student. | 0 |
| Foreign Language | Foreign language textbooks were adopted in 2003-04. There is one textbook available per student. | 0 |
| Health | Health textbooks were adopted in 2003-04. There is one textbook available per student. | 0 |
| Science Laboratory Equipment (grades 9-12) | All science labs at Anaheim High School have the following equipment: tables with chemical-resistant tops, stools at lab tables, white boards/chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.) course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room. | 0 |

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 | \$8,365 | \$3,313 | \$5,052 | \$69,721 |
| District | --- | --- | \$5,135 | \$70,578 |
| Percent Difference – School Site and District | --- | --- | -1.6% | -0.3% |
| State | --- | --- | \$4,943 | \$62,833 |
| Percent Difference – School Site and State | --- | --- | 2.2% | 10.9% |

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.

Anaheim High School offers programs and supplemental services in the following areas:

1. Math Tutorials – Title 1
2. Reading/Accelerated Reader – Title 1
3. CAHSEE Remediation Classes after school – CAHSEE Grant
4. Tele Parent Communication Program – Comprehensive School Reform
5. Cal State Fullerton Talent Search – Grant from Cal State Fullerton
6. Plato Math Tutorial Program – Title 1
7. UCLA School Management Program Consulting Agreement - Comprehensive School Reform Grant
8. South Basing Writing Project Consulting Agreement with English Department – Title 1 and Comprehensive School Reform Grant.

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 | \$43,035 | \$39,456 |
| Mid-Range Teacher Salary | \$78,309 | \$66,091 |
| Highest Teacher Salary | \$89,952 | \$82,529 |
| Average Principal Salary (Middle) | \$111,812 | \$104,975 |
| Average Principal Salary (High) | \$122,889 | \$116,464 |
| Superintendent Salary | \$216,000 | \$171,138 |
| Percent of Budget for Teacher Salaries | 39.5 % | 37.4 % |
| Percent of Budget for Administrative Salaries | 4.1 % | 5.2 % |

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 | 24 | 27 | 30 | 38 | 39 | 41 | 40 | 42 | 43 |
| Mathematics | 23 | 30 | 25 | 34 | 36 | 32 | 38 | 40 | 40 |
| Science | 27 | 31 | 34 | 41 | 39 | 42 | 27 | 35 | 38 |
| History-Social Science | 21 | 27 | 28 | 34 | 36 | 36 | 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 | 41 | 29 | * | 41 |
| American Indian or Alaska Native | * | * | * | * |
| Asian | 43 | 56 | * | 38 |
| Filipino | 62 | 18 | * | 55 |
| Hispanic or Latino | 29 | 24 | 31 | 27 |
| Pacific Islander | 43 | 46 | * | * |
| White (not Hispanic) | 47 | 37 | 77 | 52 |
| Male | 27 | 29 | 38 | 35 |
| Female | 33 | 21 | 30 | 22 |
| Economically Disadvantaged | 29 | 24 | 32 | 27 |
| English Learners | 5 | 13 | 13 | 9 |
| Students with Disabilities | 4 | 9 | 9 | 5 |
| Students Receiving Migrant Education Services | 5 | * | * | 13 |

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 | 34.3 | 51.0 | 49.0 | 38.7 | 52.2 | 51.1 | 30.1 | 48.3 | 48.6 |
| Mathematics | 34.3 | 48.4 | 45.2 | 37.9 | 49.8 | 46.8 | 42.7 | 55.5 | 49.9 |

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 | 69.9 | 20.8 | 9.3 | 57.3 | 31.7 | 10.9 |
| Male | 70 | 21.2 | 8.8 | 52.1 | 35.3 | 12.7 |
| Female | 69.8 | 20.4 | 9.8 | 62.5 | 28.3 | 9.2 |
| African American | * | * | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * |
| Filipino | * | * | * | * | * | * |
| Hispanic or Latino | 71.7 | 20.5 | 7.8 | 58.9 | 31 | 10.1 |
| Pacific Islander | * | * | * | * | * | * |
| White (not Hispanic) | 42.9 | 23.8 | 33.3 | 33.3 | 47.6 | 19 |
| English Learners | 82.7 | 15.4 | 1.9 | 68.6 | 27.6 | 3.8 |
| Socioeconomically Disadvantaged | 73.2 | 18.3 | 8.5 | 59.2 | 31.6 | 9.2 |
| Students Receiving Migrant Education Services | * | * | * | * | * | * |
| Students with Disabilities | 97.1 | 1.5 | 1.5 | 92.5 | 6 | 1.5 |

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 | 28 |

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 | 2004-05 | 2005-06 | 2006-07 |
|-----------------|---------|---------|---------|
| Statewide | 2 | 2 | 4 |
| Similar Schools | 6 | 6 | 9 |

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 at the School | 42 | 20 | 15 | 684 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 41 | 22 | 15 | 678 |
| Pacific Islander | | | | |
| White (not Hispanic) | | | | |
| Socioeconomically Disadvantaged | 42 | 25 | 10 | 673 |
| English Learners | N/A | 36 | 6 | 637 |
| Students with Disabilities | N/A | 48 | -2 | 430 |

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 | No |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | No |
| 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 | School | District |
|--|-----------|-----------|
| Program Improvement Status | Not in PI | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | N/A | 5 |
| Percent of Schools Currently in Program Improvement | N/A | 23.8 |

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) | 0.3 | 0.3 | 0.3 | 1 | 0 | 0 | 3 | 3 | 4 |
| Graduation Rate | 94.3 | 95.9 | 98.9 | 95 | 96 | 99 | 85 | 85 | 83 |

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 | | |
|---|--------------------------|----------|-------|
| | School | District | State |
| All Students | | | N/A |
| African American | | | N/A |
| American Indian or Alaska Native | | | N/A |
| Asian | | | N/A |
| Filipino | | | N/A |
| Hispanic or Latino | | | N/A |
| Pacific Islander | | | N/A |
| White (not Hispanic) | | | N/A |
| Socioeconomically Disadvantaged | | | N/A |
| English Learners | | | N/A |
| Students with Disabilities | | | N/A |

Career Technical Education Participation

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

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils | 45 Students |
| Percent of pupils completing a CTE program and earning a high school diploma | 93% |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 61% |

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 | 60.8 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 11.7 |

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 |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 1 | N/A |
| Fine and Performing Arts | 1 | N/A |
| Foreign Language | 2 | N/A |
| Mathematics | | N/A |
| Science | | N/A |
| Social Science | 2 | N/A |
| All courses | 6 | 1 |