

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	Katella High	District Name	Anaheim Union High
Street	2200 East Wagner Ave.	Phone Number	714-999-3502
City, State, Zip	Anaheim, CA 92806-4933	Web Site	Auhsd.k12.ca.us
Phone Number	714-999-3621	Superintendent	Joseph M. Farley, Ed.D.
Principal	Eamon Kane	E-mail Address	Farley_j@auhsd.k12.ca.us
E-mail Address	kane_e@auhsd.us	CDS Code	30664313033057

School Description and Mission Statement

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

At Katella High School, our mission is to create an environment in which students develop the desire to learn and subsequently become life-long learners. Student learning will generate the skills necessary to function competently with personal, academic, and social success in an increasingly complex global society. The school developed the following ESLRs to fulfill the mission statement:

- Graduates will be Productive Citizens who practice fairness, promote mutual respect, and take personal responsibility for their decisions and actions;
- They will be Academic Achievers who acquire the essential skills necessary in reading, mathematics, and effective communication in written and oral expression
- They will be Critical Thinkers who demonstrate proficiency in logical reasoning and effective decision-making
- They will be Technology users who develop competency in a variety of technological skills to access, create, maintain, and present information and enrich their academic studies.

In addition to this mission statement and the above ESLRs, the school adopted a mission to become a reflective learning community as part of their plan to improve student learning and success. The staff has written pacing guides and common assessments. These will be used to continually improve student achievement through the reflective process. Katella is committed to improving instructional strategies, using research-based strategies and data-driven decision making, and implementing a shared-decision making process for all programs and strategic planning.

Opportunities for Parental Involvement

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

Parents are actively involved in the school through the Parent Teacher Student Association (PTSA), booster clubs for athletics and performing arts, and the School Site Council. Parents are encouraged to be part of their student's education and are welcome to meet with staff members to improve the learning experiences for their student. In addition to these more traditional activities, the school provides unique services through the Parent Center. The Center's bilingual staff help parents understand the academic procedures and services of the school and provide a cultural support system to the parents and students. The addition of a Teleparent service has made it possible for teachers, administrators and staff to more frequently and completely communicate with parents about their children's progress in school, school events, meetings, and opportunities to become involved with the school as a member of PTSA, ELAC, Site Council, booster clubs, and other activities mentioned above. Parents are always welcome to participate in the school leadership committee as well as the WASC committee positions. The school publishes and communicates all information to the community in Spanish and English to ensure maximum distribution and comprehension of information by the parent community.

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	638
Grade 10	646
Grade 11	632
Grade 12	504
Total Enrollment	2420

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)	13.6 %
American Indian or Alaska Native	0.45 %	Multiple or No Response	1.69 %
Asian	3.55 %	Socioeconomically Disadvantaged	57 %
Filipino	1 %	English Learners	32 %
Hispanic or Latino	78 %	Students with Disabilities	11 %
Pacific Islander	0.54 %		

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	27.1	27	19	24	27.1	38	15	26	27	37	21	32
Mathematics	33.2	1	26	39	34.1	3	17	44	32	9	18	37
Science	29.8	6	23	14	31.7	4	19	21	34	1	16	27
Social Science	30.2	8	25	18	32.4	6	10	29	35	2	10	38

II. School Climate

School Safety Plan

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

School Safety Plans are reviewed on an annual basis. The Katella High School plan was last updated in September, 2007. The plan was discussed by site staff in September/October, 2008.

The School Safety Plan include a Comprehensive Emergency Preparedness Plan, Discipline Policies and Procedures, and Intervention Programs to create and maintain a positive learning environment..

Katella High School students have the opportunity to participate in a wide variety of activities including: the Bridges Program for non-violence education, College Outreach, Chemical Use Prevention Program, Friday Night Live, Gang Awareness, Project SAY, Red Ribbon Week, Safe/Sober Graduation, SMART team, Social Worker Intern program, Instructional Success Team, School Attendance Review Team, and Tobacco Use Prevention Education. Katella has recently implemented the Ready to Learn Program. Ready to Learn provides intervention counseling to prevent students from falling behind in curriculum and becoming alienated from the social environment of the school. In August, 2007, Katella began the LINK CREW program which orients ninth graders to the high school environment.

Katella High School redesigned its security environment and added two additional security personnel. The school perimeter is secured during the school day and more continuous scrutiny by personnel and a newly added security camera system have helped to diminish discipline incidents. Tardiness for first period classes has dramatically decreased as a result of closer monitoring and enforcement of the discipline policies. An enhanced scrutiny and enforcement of dress code violations has led to a safer and more appropriate learning environment.

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	8.8	3.9	4.6	13.6	6.1	6
Expulsions	0.2	0.1	0.5	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.

Katella High School opened in 1966. The 39.1 acre site includes 60 regular classrooms plus 32 portable classrooms. There are 26 labs which are designed for specific programs (i.e. computer lab, science lab, choral music room, etc.) The site also includes an auditorium, a cafeteria, a media center, two gyms and a pool facility, and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure 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. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The district board has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily and deep cleaning, waxing of floors, and painting takes place during times when students are not in classes. Students, parents and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

Katella High School is undergoing a large modernization and construction project with an estimated total budget of \$39.6 million. The new construction was completed November of 2007 with the final occupancy occurring during the winter break. The estimated completion date for the modernization of the previous administration and classroom building is slated for November 2008 with final occupancy anticipated following winter break, 2008. The final stages of modernization are underway which includes converting the media center into four classrooms and one computer lab. The estimated completion date for the media center modernization is slated for summer 2009 with final occupancy anticipated for the start of the 2009-2010 school year.

The most recent site inspection was completed on March 4 & 5, 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]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[]	[]	[X]	Stained and missing ceiling tiles, and missing floor tiles in several classrooms. Work orders issued.
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	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 Beginning Teacher Support and Assessment (BTSA) program, district workshops, and professional conferences are opportunities for professional development. The District continues to train teachers participating in the BTSA program 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. Additionally, Katella provides support and training in the common assessment process, Professional Learning Communities, and AVID methodologies. During the last two year 2006-2008, teachers have worked on developing and refining their repertoire of teaching strategies. They measure the success of those strategies through the use of quarterly benchmarks that have been created for all of the core subject areas by class and by some of the elective courses. Teachers were released for 1-4 day periods of time to develop these benchmark exams by course levels. Teachers "unwrapped" the standards, identified which curricula that would best convey the standards content, created pacing guides for a uniform system by course of how and when the curricula would be presented, and designed tests to measure student success in mastering the content. Teachers have begun the process of reflection meetings in which they collectively analyze the results of those test to design curriculum adjustment, assessment adjustment, and instructional adjustment. The benchmark process and the reflection meetings are the core of the professional learning community process. For the last two years Katella has conducted broad reflection and recommendations to the staff through a Leadership Team that has met at least monthly for the last two years. During the 2007-08 school year, the leadership team has attended a Orange County Department of Education series of workshops on release days throughout the year to learn and practice the Rick DuFour process of becoming an effective leadership team. Team member and staff reaction to the workshop effectiveness has been very positive.

Teachers across the disciplines have been released to curricular and methodological workshops that improve their skills. Staff members have presented the content of these workshops to their departments and to the staff-at-large where appropriate. New Advanced Placement (AP) teachers have attended multiple workshops during the school year and summer months. Teachers have afforded themselves the services of a professional consultant for content area benchmark test development. The entire special education staff has attended two workshops during the school year on aligning their courses with the California state standards and core area benchmarks. In May, the special education and volunteer general education teachers will meet to consider inclusion models and design curriculum and methods to begin more mainstreaming of special education students over the next several years.

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	85	90	91	1281
Without Full Credential	4	1	1	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	8
Total Teacher Misassignments		4	8
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	96.7 %	3.3 %
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	4	605
Library Media Teacher (Librarian)	2	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)		N/A
Other		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 2002-03. There is one textbook available per student.	0
Mathematics	Mathematics textbooks were adopted in 2001-02. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student. School staff will begin the selection process for new standards-based texts in 2007-08.	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	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 2004-05. There is one textbook available per student.	0
Science Laboratory Equipment (grades 9-12)	All science labs at Katella 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	\$8,136	\$3,069	\$5,067	\$72,480
District	---	---	\$5,135	\$70,578
Percent Difference – School Site and District	---	---	-1.3%	3.7%
State	---	---	\$4,943	\$62,833
Percent Difference – School Site and State	---	---	2.5%	15.3%

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.

Title I, Title II, Title III, TITLE IV, EIA/LEP, and SB1802 funds have all been used to supplement and support core programs and to provide the following:

- A math support class for students identified as needing scaffolding up to the Algebra I level of proficiency
- One-on-one tutoring in math and English
- Three reading teachers to assist in bringing students up to grade level performance
- CAHSEE preparation classes during and after the regular school day
- Support materials, including computer software, hardware, and specialized reading and math applications such as Read 180, Accelerated Reader, and Quizdom
- Fieldtrips and enrichment activities
- Puente and AVID support activities and materials
- Parent center services
- Training for Link Crew
- Drug Use Prevention Programs
- Programs to Prevent Tobacco and Alcohol Use
- AVID, Link Crew, Puente, Bridges, Conferences
- Leadership Training

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	35	28	36	38	39	41	40	42	43
Mathematics	27	25	20	34	36	32	38	40	40
Science	22	25	29	41	39	42	27	35	38
History-Social Science	23	22	20	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	27	8	*	14
American Indian or Alaska Native	*	*	*	*
Asian	55	36	86	47
Filipino	52	15	*	38
Hispanic or Latino	33	19	26	17
Pacific Islander	40	17	*	*
White (not Hispanic)	48	22	40	25
Male	36	24	33	25
Female	36	16	26	15
Economically Disadvantaged	32	21	26	17
English Learners	5	10	5	2
Students with Disabilities	4	8	9	2
Students Receiving Migrant Education Services	*	*	*	*

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	44.4	51.0	49.0	44.5	52.2	51.1	36.8	48.3	48.6
Mathematics	42.9	48.4	45.2	43.1	49.8	46.8	50.2	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	63.2	25	11.8	49.8	36.5	13.7
Male	66.3	23.6	10.1	44.9	35.6	19.5
Female	60.5	26.2	13.3	54	37.2	8.7
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	7.7	30.8	61.5	7.7	15.4	76.9
Filipino	*	*	*	*	*	*
Hispanic or Latino	67.9	22.9	9.1	52.8	36.5	10.7
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	51.8	28.2	20	37.6	40	22.4
English Learners	81.7	15.4	2.9	62.3	30.8	6.9
Socioeconomically Disadvantaged	67.8	23.6	8.6	51.9	35.6	12.5
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	96.4	3.6	0	83.3	13	3.7

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	46

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	4	4	4
Similar Schools	6	5	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 at the School	15	-9	19	688
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	23	-1	22	672
Pacific Islander				
White (not Hispanic)	-10	-32	27	744
Socioeconomically Disadvantaged	18	-2	30	671
English Learners	N/A	16	27	626
Students with Disabilities	N/A	16	79	503

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)	0.2	0.1	0.1	1	0	0	3	3	4
Graduation Rate	98.1	99.2	100	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	38
Percent of pupils completing a CTE program and earning a high school diploma	97%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	32%

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	59.7
Graduates Who Completed All Courses Required for UC/CSU Admission	20.5

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		N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All courses	5	4