

Santa Clara Elementary School

20030 E. Telegraph Road • Santa Paula, CA 93060 • 805.525.4573 • Grades K-6

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2010-11 School Accountability Report Card Published During the 2011-12 School Year

School Description and Mission Statement

Santa Clara is a single school district, located in Ventura County midway between the cities of Fillmore and Santa Paula on Highway 126. The school is over one hundred years old. Affectionately known as the “Little Red Schoolhouse,” Santa Clara is both a historic landmark and a place for up-to-date education. Santa Clara Elementary is a single school district with fewer than 60 students. The staff is small: two teachers, a part-time instructional aide, a part-time music instructor, one teacher/principal/superintendent, a part-time secretary, a part-time custodian, and other contracted services. School staff is dedicated to providing the kindergarten through sixth grade students with a safe, respectful, and accepting atmosphere where every student can learn. Our balanced curriculum emphasizes basic skills and creativity. The State Standards direct instruction. We strive to provide all students with the tools and experience to achieve personal excellence in academic learning, critical thinking, self-expression, and citizenship.

Mission Statement

Santa Clara Elementary strives to provide a challenging education that fulfills the child’s natural desire to learn. We offer a standards-based curriculum taught in multi-grade classrooms. Our school nurtures confident and creative individuals by making art, music and drama an essential part of the learning process. Santa Clara’s unique size lends itself to a family-like atmosphere. Collaborative efforts from teachers, parents, staff, and community members encourage students to ask questions, solve problems and make thoughtful decisions in every day life.

Opportunities for Parental Involvement

Parents are encouraged to be partners in their children’s education. Parents play a crucial role at Santa Clara through their active participation and involvement. There are two active, organized parent groups: the School Site Council (SSC) discusses and approves categorical programs, and the Parent Teacher Organization (PTO) raises money and in many other ways supports Santa Clara Elementary and its students. The SSC serves as the advisory council for all categorical programs. Communication is open and ongoing.

For more information on how to become involved, please contact Kari Skidmore, Principal, at 805.525.4573.

Student Enrollment by Grade Level	
Grade Level	Number of Students
K	9
1	6
2	6
3	10
4	9
5	8
6	7
7	0
8	0
9	0
10	0
11	0
12	0
Total Enrollment	55

Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	0
Asian	0
Black or African American	0
English Learners	3.6
Filipino	0
Hispanic or Latino	32.7
Native Hawaiian/Pacific Islander	0
Socioeconomically Disadvantaged	12.7
Students with Disabilities	1.8
Two or More Races	0
White	67.3

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2010-2011				
K	15	1	0	0
1				
2				
3	16	1	0	0
4	24	0	1	0
5				
6				
2009-2010				
K				
1				
2				
3				
4				
5				
6				
2008-2009				
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
K-3	0	0	0	0
4-5	0	0	0	0
4-8	23	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09			2009-10			2010-11					
	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												
Mathematics												
Science												
Social Science												

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

School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Santa Clara School acknowledges responsibility to create a learning environment that will allow students to achieve at least grade level standards, develop self-discipline, take responsibility for their actions and learn to work cooperatively with others. To accomplish this, educators maintain high expectations for student behavior and communicate these through a Discipline Plan. The Plan is distributed to the students and parents annually in the Santa Clara Handbook. Severe misbehavior results in a referral to the principal. Suspension from school can be the result of extreme misbehavior. The Board of Education can expel a student for a serious offense. The regulations for suspension and expulsion are explained in the Handbook. The purpose of the discipline policy is to assist students in taking responsibility for their own behavior. School rules are clearly stated and discussed with the students. Rules, rewards, and consequences are enforced fairly and consistently. Except for minor infractions, teachers contact the parents when rules are broken. Classroom disruptions are minimal and student referrals to the principal are rare.

A variety of activities and programs provide Santa Clara students special recognition and fun participation throughout the course of the school year. The emphasis is on positive reinforcement of responsible behavior.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in January 2011.

Suspensions and Expulsions						
Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

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

School Facilities

School Facility Conditions and Planned Improvements

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

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

Year and month in which data were collected: 08/17/11

Santa Clara is located on a 1.7-acre site. The school contains one permanent classroom and two relocatable classrooms. The schoolhouse (the permanent classroom) is a historic structure classified by the Ventura County Historical Society as a Historic Landmark. The facilities are used to house a library, kitchen, computer areas, resource area, classrooms, and office area. The schoolhouse serves as a multipurpose room for students to gather, for parents to gather, for program performances, and, on occasion, as an eating area for students.

Procedures are in place regarding campus safety for fire, earthquake, and emergency preparedness. Order and safety on campus are a high priority. The school secretary also serves as the yard supervisor for recess and lunch. The ratio of students to playground supervisors is no more than 27:1. The Santa Clara custodian cleans the rooms every other day. He is conscientious and hardworking in maintaining a clean school. The school is regularly inspected for safety. School facilities are regularly maintained and repaired.

New asphalt was laid on the handball court August 2010. New carpet was installed in the portable classrooms in August 2010.

The State School Deferred Maintenance Program provides State-matching funds on a dollar for dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-2011 school year, the District budgeted no funds for the Deferred Maintenance Program, due to the economic crisis in the State and the lifting of this requirement by the State.

School Facility Good Repair Status

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

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
Interior: Interior Surfaces	[]	[X]	[]	[]	Interior Surfaces (floors, ceilings, walls, and window casings)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
Electrical: Electrical	[]	[X]	[]	[]	Electrical Systems (interior and exterior)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Restrooms, Sinks/Drinking Fountains (interior and exterior)
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	Structural Condition, Roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	Windows/Doors/Gates/Fences, Playgrounds/School Grounds
Overall Rating	[X]	[]	[]	[]	

Teachers

Teacher Credentials			
School	2008-09	2009-10	2010-11
With Full Credential	3	3	3
Without Full Credential	0	0	0
Outside Subject Area of Competence	0	0	0
District	2008-09	2009-10	2010-11
With Full Credential	---	---	3
Without Full Credential	---	---	0

Teacher Misassignments			
Indicator	2008-09	2009-10	2010-11
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

- * "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
- ** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Santa Clara School established kindergarten through sixth grade level standards which are aligned with the State Board of Education standards. Professional development activities were designed to train teachers to provide instruction that will enable students to meet the standards and implement the State educational program. There are three student-free staff development days added to the 180-day school calendar. In addition, teachers attended workshops offered by the county, professional organizations, and colleges and universities. One hundred percent of the teachers participated in staff development.

For the previous three school years, we had three days each year dedicated to staff and professional development.

Core Academic Classes Taught by Highly Qualified Teachers

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
District		
All Schools	100	0
High-Poverty Schools	0	0
Low-Poverty Schools	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Support Staff

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or	0.0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing	0	---
Resource Specialist (non-	0	---
Other	0	---

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

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

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

Year and month in which data were collected: 9/11

Santa Clara provides students with State-adopted textbooks. Instructional materials are purchased to support the curriculum. The curriculum is aligned with the State Frameworks and Standards. The Santa Clara School District receives funding for the purchase of textbooks that support the Standards. The school staff evaluates the State-approved textbooks available each year and determines which books would be the most appropriate for our students.

Data and Access

DataQuest

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

EdData Partnership Web Site

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

Internet Access

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

Accelerated Reader books were purchased through Perma-Bound for the Library.

All students in visual and performing arts classes (which include music history, general music, tone chimes, recorders, theater, painting, and drawing) have access to the appropriate textbooks and instructional materials. Every student, including English Learners, has access to their own textbooks and instructional materials to use in class and to take home.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	SRA Open Court (K-6) Adoption Year 2002-03	No	0%
Mathematics	Macmillan/McGraw-Hill (K-6) Adoption Year 2001-02	No	0%
Science	McGraw-Hill (K-6) Adoption Year 2007	Yes	0%
History-Social Science	Scott Foresman (K-5) Adoption Year 2006 Prentice Hall (6) Adoption Year 2006	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,488	\$1,153	\$7,335	\$55,473
District	---	---	\$7,335	\$55,473
State	---	---	\$5,455	\$57,071
Percent Difference: School Site and District			0%	0%
Percent Difference: School Site and State			18.9%	-4.9%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Types of Services Funded

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

In addition to the funding provided by the State, Santa Clara participates in the following categorical programs:

- Title II/Improving Teacher Quality
- Title II/Technology
- Title IV/Drug Free Schools
- Title V/Innovative Ed
- Title VI/REAP Flexibility
- School Safety and Violence Prevention
- Economic Impact Aid
- SBCP

There are also funds available for library books, staff development, technology, and Class Size Reduction.

Average Teacher and Administrative Salaries (FY 2009-10)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher	\$41,013	\$38,744
Mid-Range Teacher	\$58,375	\$55,509
Highest Teacher	\$74,023	\$70,567
Average Principal (ES)		\$92,338
Average Principal (MS)		\$96,427
Average Principal (HS)		\$94,401
Superintendent		\$109,381
Percent of District Budget (FY 2009-10)		
Teacher Salaries	43%	37%
Administrative Salaries	0%	7%

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

Student Performance

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

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

- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

STAR Results for All Students - Three-Year Comparison			
Subject	2008-09	2009-10	2010-11
STAR Results -School			
English-Language Arts	84	86	65
Mathematics	95	84	78
History-Social Science			
STAR Results -District			
English-Language Arts	84	86	65
Mathematics	95	84	78
History-Social Science			
STAR Results -State			
English-Language Arts	49	52	54
Mathematics	46	48	50
Science	50	54	57
History-Social Science	41	44	48

* 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.

STAR Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	65	78		
All Student at the School	65	78		
Male	67	83		
Female	62	69		
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	64	86		
Native Hawaiian/Pacific Islander				
White				
Two or More Races	64	72		
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

* 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.

California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six	Five of Six	Six of Six

* 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.

Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	N/A		

API Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	40	896	40	896	4,683,676	778
Black or African American					317,856	696
American Indian or Alaska Native					33,774	733
Asian					398,869	898
Filipino					123,245	859
Hispanic or Latino					2,406,749	729
Native Hawaiian/Pacific Islander					26,953	764
White					1,258,831	845
Two or More Races					76,766	836
Socioeconomically Disadvantaged					2,731,843	726
English Learners					1,521,844	707
Students with Disabilities					521,815	595

API Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-13	2	-42
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

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

School Completion and Postsecondary Preparation

California High School Exit Examination

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

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

CAHSEE Results for All Students - Three-Year Comparison			
Subject	2008-09	2009-10	2010-11
CAHSEE Results for All Students - School			
English-Language Arts			
Mathematics			
CAHSEE Results for All Students - District			
English-Language Arts			
Mathematics			
CAHSEE Results for All Students - State			
English-Language Arts	52	54	59
Mathematics	53	54	56

* 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.

CAHSEE Grade Ten Results by Student Group - Most Recent Year						
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Receiving Migrant Education Services						

* 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.

Admission Requirements for California's Public Universities

University of California

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

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

California State University

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

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

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

Dropout Rate and Graduation Rate			
Indicator	School		
	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0	0	0
Graduation Rate			
District			
Dropout Rate (1-year)	0	0	0
Graduation Rate			
Dropout Rate (1-year)	4.9	5.7	4.6
Graduation Rate	80.21	78.59	80.44

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

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students			N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino			N/D
Native Hawaiian/Pacific Islander			N/D
White			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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

Courses for UC/CSU Admission (School Year 2009-10)	
UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for Admission	
Graduates Who Completed All Courses Required Admission	0

Advanced Placement Courses		
Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		