

# Alessandro High School

26866 San Jacinto St. ♦ Hemet, CA 92543 ♦ (951) 765-5182 ♦ Grades 9-12  
Tara O'Malley, Principal

## 2008-09 School Accountability Report Card

Published during 2009-10



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### **Principal's Message**

I am honored to serve as principal of the Hemet Alternative Learning Center which includes Alessandro High School, AdvancePath Academics and Adult Education. Students attending any of these programs will quickly come to know that they have an option for their education. Our dedicated staff strives to provide a quality education to each individual student that will prepare them for further educational or career goals. It is our mission in the Twenty-first Century, to provide the necessary education to every individual in our community that desires an alternative means of achieving their educational goal. We invite anyone and everyone to visit our web site, check out our offerings and join us.

### **Alessandro High School's Mission Statement**

Alessandro High School provides an alternative educational experience, helping at risk students achieve academic and social success while working towards their educational goals.

### **Expected Schoolwide Learning Results (ESLRS)**

- Students will learn standard based academic skills.
- Students will enhance self-esteem and self-understanding.
- Students will learn responsible behavior.
- Students will complete state and local graduation requirements.
- Students will develop cultural awareness and understanding.

### **School Profile**

The hub of the Hemet Unified School District's Alternative Learning Center is Alessandro High School, the districts only continuation school with an enrollment at any given time of 415 students. Another educational option offered under the Alessandro umbrella is AdvancePath Academics. Opening in August 2008, APA provides a computer based learning program for up to 180 students. Both programs serve students age 16 to 18 who are in eleventh or twelfth grade and are still subject to compulsory education to complete the requirements necessary for graduation. Enrollment is open entry, open exit for both programs; meaning that new students start every other week and other students may move to more appropriate programs, or upon completion of requirements, graduate. A third educational option program for anyone 18 years of age or older is Hemet Adult School.

Alessandro High began accepting students in September 1970 under the guidance of founders Jim Smith and Gene Senior. Alessandro's beginnings were modest. Classes were held in the cafeteria and library of the "old" Hemet High School, today Santa Fe Middle School. Alessandro then moved to an old farm house. In 1972 Alessandro moved to 141 N. Ramona St. and stayed there until the current campus opened on Feb. 13, 1990. This facility, still in use today, was known in 1990 as "the new Alessandro."

Many changes have occurred in the years since the new Alessandro opened its classroom doors to the public. An outdoor physical fitness area was added. The school now has a cafeteria with indoor seating as well as a sheltered outdoor dining area. Two portable buildings were torn down in 2004 and replaced with a new office building, student and faculty restrooms and faculty workroom and lounge.

Despite the growth and physical changes, Alessandro graduates still say the staff's caring attitude and one-on-one attention are traits they value most about their high school.

Alessandro High School has been fully accredited by the Western Association of Schools and Colleges since 1985 and was named by the State of California as a "California Model Continuation School" in 2007. The staff at Alessandro High School consists of three clerical, one custodian, eighteen teachers, one aide, two campus supervisors; one half-time health tech and one 4 hour library clerk, one counselor, one assistant principal, and one principal. The AdvancePath Academics staff consists of four full-time and one part-time teacher, one clerical, one IT technician and one part-time community liaison. Of the certificated staff, more than half have advanced degrees and both classified and certificated participate in in-service training.

## District Profile

Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its 700+ topographically diverse square miles. We have 29 elementary and secondary schools with an enrollment of over 23,000 students. Agriculture still provides an important economic influence, as do other light and service industries. The rural flavor of the community still survives despite the rapid growth which has taken place in the area.

## Hemet Unified School District's Core Values

1. Provide a data-driven, standards-based academic program in which students and staff can succeed.
2. All students will improve their achievement in each subject each year.
3. Recruit, train, retain the very best staff for HUSD.
4. Effective initial instruction is the most powerful tool for achievement.
5. Provide viable alternative pathways for student success.
6. Nutritional and physical well-being supports academic achievement.
7. Non-academic endeavors and activities are necessary to provide a balanced educational experience.
8. The quality of our published works and the state of our facilities reflects how we view ourselves.
9. HUSD is responsible to respond positively and proactively to changes in our community.

Enrollment by Student Group	
2008-09 Enrollment: 493	
African American	7.30%
American Indian or Alaska Native	1.22%
Asian	0.41%
English Learners	24.00%
Filipino	0.61%
Hispanic or Latino	52.54%
Pacific Islander	0.41%
White (not Hispanic)	36.51%
Socioeconomically Disadvantaged	43.00%
Students with Disabilities	4.00%
Multiple or No Response	1.01%

## Suspensions & 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.

	Suspension Rates					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
<b>Suspensions</b>	20.2	22.7	24.7	15.4	14.8	18.4
<b>Expulsions</b>	0.9	1.4	0.6	0.5	0.6	0.4

## Professional Development

The school district provides all staff members with opportunities for professional growth and training in a variety of programs so that all teachers and paraprofessionals may become highly qualified under the No Child Left Behind law. The focus is on the delivery of a standards-based instructional program. District professional development priorities are outlined in the current LEA addendum as Curriculum Specific Trainings in Language Arts and Mathematics, Administrator Training Program, English Now, BTSA Induction Support for year one and year two teachers, and specific Special Education trainings. Peer Assistance Review (PAR) is available to veteran teachers who need unique structure and support. Achievement data is used to determine site support and priorities in professional development.

## Professional Development (continued)

Moreover, three BTSA induction support providers, seven instructional coaches in language arts and mathematics, and five Reading First coaches provide ongoing support in day to day professional development needs for all instructional personnel. The District revised the Technology Plan in 2006 to include opportunities for staff to increase skills in technology application and instruction.

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and an eight-hour clerk to coordinate district professional development. The District has a professional development At a Glance calendar on the website for the 2009-2010 school year.

## Class Size and Distribution

This table displays by the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Average Class Size & Class Size Distribution (Secondary)				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
<b>2006-07</b>				
English	23.2	2	10	
Mathematics	23.0	4	8	
Science	26.0		6	
Social-Science	25.8		12	
<b>2007-08</b>				
English	23.5	1	12	
Mathematics	22.4	7	7	
Science	23.7	1	5	
Social-Science	24	3	11	
<b>2008-09</b>				
English	18.0	13	8	
Mathematics	22.0	3	7	
Science	20.8	3	1	
Social-Science	23.8	2	10	

## Opportunities for Parent Involvement

**Name of Person to Contact:** Tara O'Malley  
**Phone Number:** (951) 765-5190

All parents of Alessandro students are required to attend an orientation meeting prior to their student's attendance at Alessandro High School or AdvancePath Academics. In that meeting parents are advised of the many opportunities they will have to become involved in their student's education at Alessandro. School-wide meetings are conducted every semester so parents can meet with their student's advisor, discuss their student's academic progress and review their most current graduation plan. In addition, parents of Alessandro students are encouraged to join the Alternative Learning Center Advisory Council. Through this council, they can become involved in an ongoing and timely way in the planning, review and improvements at Alessandro. The Title I committee, a sub committee of the Advisory Committee, provide Title I parents with the opportunity to become involved in the operational decisions pertaining to their Title I students academic improvement. The school's attendance staff and counselor consistently confer with parents about attendance issues and utilize parent conferences to inform parents of academic progress. The principal and assistant principal have an open door policy and invite parents to visit the school at their convenience.

### Types of Services Funded

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

Title I	\$144,258
EIA	\$19,424
EIA/LEP	\$8,150
School & Library Improvement Block Grant Lottery	\$8,532
	\$13,665
GATE	\$0.00
Safe & Drug Free Schools	\$463

### Expenditures Per Pupil and Teacher Salaries (FY 07-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures 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/>.

Expenditures Per Pupil and Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supp.	Basic	
School	\$6,234	\$865	\$5,369	\$63,913
District	--	--	\$5,473	\$63,697
State	--	--	\$5,586	\$67,109
Percent Difference (School/District)			-2	1
Percent Difference (School/State)			-4	-5

### Teacher and Administrative Salaries (FY 07-08)

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/>.

Teacher and Administrative Salaries		
Category	District Amount	State Average
Beginning Teacher Salary	\$40,147	\$42,065
Mid-Range Teacher Salary	\$66,015	\$67,109
Highest Teacher Salary	\$87,860	\$86,293
Superintendent Salary	\$234,185	\$216,356
Average Principal Salary (Elementary)	\$109,340	\$107,115
Average Principal Salary (Middle)	\$114,758	\$112,279
Average Principal Salary (High)	\$126,437	\$122,532
% of Budget (Teacher Salaries)	41.21%	5.5%
% of Budget (Administrative Salaries)	7.7%	39.4%

### 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.

Academic Counselors and Other Support Staff	
Title	# of FTE Assigned to School
Academic Counselor	1
Average # of Students per Counselor	338 AHS and 137 APA = 475
Library Media Teacher	0
Library Media Services Staff	1-6 hrs using
Psychologist	Shared with other sites
Social Worker	0
Nurse	4hrs a day
Health Technician	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1
Other	Resource Ins. Aide 1

### 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/>.

Teacher Credentials				
Teachers	School			District
	06-07	07-08	08-09	08-09
With Full Credential	15	17	20	998
Without Full Credential	1	2	1	34
Outside Subject Area of Competence	10	11	10	81

### 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.

Misassignments/Vacancies			
	07-08	08-09	09-10
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

### Academic Performance Index (API)

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

API Ranks			
	2006	2007	2008
Statewide	B*	B*	B*
Similar Schools	B	B	B

## Core Academic Classes Taught by NCLB 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/>.

% of Classes In Core Academic Subjects Taught by Teachers Who Are		
Level	NCLB Compliant	Non-NCLB Compliant
This School	83.3	16.7
All Schools in District	93.3	6.7
High-Poverty Schools	92.1	7.9
Low-Poverty Schools	77.4	22.6

## Curriculum and Instructional Materials

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/6/09 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below (0% lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Hemet Unified School District.

Interventions Programs for Reading/Language Arts				
Grade Levels / Title		Publisher	Edition	Adopted
<b>Reading/Language Arts</b>				
4-12	SRA/Reach	SRA/McGraw Hill	2005	5/05
4-12	High Point El	Hampton-Brown Co.	2001	5/05
4-12	Scholastic Read 180	Scholastic, Inc.	2002	5/05

Advanced Placement (AP) Textbooks				
Grade Levels / Title		Publisher	Edition	Adopted
<b>AP Literature &amp; Composition</b>				
12	Perrine's Literature: Structure, Sound & Sense	Wadsworth Cengage Learning	10th C (2009)	6/09
<b>AP Calculus</b>				
11-12	Calculus of a Single Variable	Houghton Mifflin Company	8th C (2006)	6/09
<b>AP Computer Science &amp; Computer Programming</b>				
11-12	Java Software Solutions	Pearson Education, Inc.	2nd C (2007)	6/09
<b>AP Spanish Language &amp; Literature</b>				
9-12	Abriendo Puertas: Lenguaje	McDougal Littell, Inc.	1st C (2007)	6/09
11-12	Abriendo Puertas: Tomo I	McDougal Littell, Inc.	C (2003)	6/09
11-12	Abriendo Puertas: Tomo II	McDougal Littell, Inc.	C (2003)	6/09
<b>AP U.S. History</b>				
10-12	Out of Many, A History of the American People	Pearson Publisher	5th C (2007)	6/09
<b>AP European History</b>				
10-12	The Western Heritage	Pearson Education Ltd/Prentice Hall	9th C (2007)	6/09
<b>AP Art History</b>				
10-12	Stokstad Art History	Prentice Hall Publisher	3rd C (2008)	6/09
<b>AP Biology</b>				
11-12	Biology	Addison Wesley	8th (2008)	6/09
<b>AP &amp; General Environmental Science</b>				
9-12	Environment: The Science Behind the Stories	Pearson/Prentice Hall	C (2008)	6/09

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
<b>Reading/Language Arts</b>				
9-12	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
<b>English Language Development</b>				
6-12	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12	High Point	National Geographic	2001	6/05
<b>Mathematics</b>				
8-12	California Geometry	McDougal Littell	2007	6/08
9-12	Algebra 1	McDougal, Littell	2008	6/08
9-12	Geometry, Concepts and Skills	McDougal Littell	2005	6/08
9-12	Algebra 2	McDougal Littell	2007	6/08
9-12	Integrated Mathematics I & II	McDougal Littell	2002	5/04
9-12	PreCalculus with Limits, 5th Edition	McDougal Littell	2008	6/08
12	Calculus	Addison Wesley	1999	6/99
12	Trigonometry, 6th Edition	Turner, Brooks, Cole	2008	6/08
<b>Social Science</b>				
9	World Geography	McDougal Littell	2006	6/07
9	Health Skills & Wellness – Behavioral Health Science	Prentice Hall	1994/2001	6/07
10	World History, The Modern World	Prentice Hall	2007	6/07
11	US History, Modern America	Prentice Hall	2008	6/07
12	Magruders American Government / American Govt. 10th E. (AP)	Prentice HallHoughton Mifflin	1992/1994	6/07 & 12/06
12	Economics, Principles in ActionEconomics, 7th Ed.	Prentice HallSouth-Western	2001/20072005	6/07 & 12/06
12	Western Civilization	Thomson Learning, Inc.	2006	1/06
<b>Foreign Language</b>				
9-12	Deutsch Aktuell, 1, 2 & 3	Paradigm Publications	1998	7/01
9-12	Bienvenue, French 1	Glencoe	1998	7/00
9-12	A bord, French 2	McDougal Littell	2000	6/00
9-12	En voyage, French 3 & 4	McDougal Littell	2003	6/27
9-12	En español! 1 & 2	McDougal Littell	2003	6/27
9-12	Abriendo Puertas – Antología de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas – Antología de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas (AP)	McDougal Littell	2003	6/27
<b>Science</b>				
9	California Earth Science	Prentice Hall	2006	6/08
10-12	California Biology	Prentice Hall	2007	6/08
10-12	Hole's Human Anatomy & Physiology	Glenco McGraw Hill	2009	6/08
10-12	Holt Physics California Edition	Holt	2007	6/08
11-12	Holt Modern Chemistry	Holt	2009	6/08
11-12	Astronomy – Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
11-12	Integrated Principles of Zoology	McGraw Hill	2006	1/06
<b>Visual &amp; Performing Arts</b>				
9-12	Music Appreciation	McGraw Hill	2000	12/01
9-12	Stage Makeup	Watson-Guptill	1999	12/01
9-12	Simply 3D	Micrografx	1998	4/00

## School Site Safety Plan

### SB187 Safety Plan

**Date the plan was last updated:** June, 2008

**Date the plan was last reviewed:** June, 2008

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, Goal 4, and includes data regarding California Healthy Kids Survey, crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the Single Plan for Student Achievement is available for inspection by the public at each school.

Alessandro strives to provide a safe and secure campus. All visitors and volunteers are required to sign in at the office, state their business at the school and show identification. They are then provided with a nametag to wear while on school grounds. A safe, secure teaching and learning environment is of the highest priority to Alessandro administration.

Supervision is assigned with the maximum coverage before and after school and at lunches. Walkie talkies provide communication on campus with administrators. The Riverside Sheriff and Hemet Fire Departments respond quickly to calls for assistance.

A disaster preparedness plan exists for emergencies. The staff is trained in emergency procedures, including evacuation routes and safety checks.

### Facilities Maintenance

The Alternative Learning Center was opened in 1990. Facilities designed for Alessandro include six permanent classrooms, fourteen relocatable classrooms, a permanent administration building, a relocatable food services building with adjacent multi-purpose room that seats 76. Currently, the Adult Education program is housed in two relocatable classrooms, one relocatable computer-learning lab and a new modular Adult Education office. In the spring of 2001, the Alternative Learning Center had its outdoor eating area black-topped and a permanent a covered outdoor eating area constructed to provide students with shade and rain protection. A large blacktopped area that contains three basketball courts is available for use by the Physical Education classes. Adjacent to the campus, is a large grass field on which Physical Education classes and sports events are conducted.

In the spring of 2004, a fenced outdoor physical education work out area was developed with permanent outdoor workout equipment and foam tile flooring. During the summer of 2006, The Riverside County Office of Education's Cal-Safe program was relocated onto the Hemet Alternative Learning Center campus. Four relocatable classrooms and a playground were placed on an asphalt surface in the Northeast corner of the campus. Fencing and lighting were installed to secure the area.

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

Facility Conditions					
Item Inspected	Repair Status				Repair Needed / Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks/Mechanical/HVAC/Sewer	[ ]	[X]	[ ]	[ ]	Several missing ceiling tiles in rooms; one stained tile.
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall/Pest/Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms/Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety/Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage/Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Grounds/Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## DataQuest and Access to Data

DataQuest is an online data tool located on the CDE DataQuest Web page 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners). Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## California Standards Tests (CST)

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).

Percent of Students Scoring At Proficient or Advanced									
Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	3	2	6	39	43	46	43	46	50
Mathematics				34	37	38	40	43	46
Science			*	32	39	41	38	46	50
History-Social Science	2	8	7	28	31	34	33	36	41

## 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.

Percent of Students Scoring At Proficient or Advanced				
Student Group	English-Language Arts	Mathematics	Science	History-Social Science
African American		*		8
American Indian / Alaska Native	*			*
Asian	*	*		*
Hispanic or Latino	5			5
Filipino				
Pacific Islander				
White (not Hispanic)	9			9
Male	6			8
Female	6			5
Economically Disadvantaged	7			5
English Learners	2			3
Students with Disabilities	*	*		*
Students Receiving Migrant Education				

## National Assessment of Educational Progress

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

## NAEP Reading and Mathematics Results for All Students by Grade Level

This table displays the scale scores and achievement levels on the NAEP Results for reading (2007) and mathematics (2009) for grades four and eight.

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

## NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level

This table displays the state and national participation rates on the NAEP progress for reading (2007) and mathematics (2009) for students with disabilities (SWD Students) and English Language Learners (EL Students) for grades four and eight.

NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners				
Subject and Grade Level	SWD Student Participation Rate		EL Student Participation Rate	
	State	National	State	National
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

## Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

## 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
AYP Overall	No	No
Participation Rate:		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Percent Proficient:		
English-Language Arts	Yes	No
Mathematics	Yes	No
API	No	Yes
Graduation Rate (High Schools)	Yes	Yes
Number of Schools Currently in PI	N/A	13
Percent of Schools Currently in PI	N/A	46.4

## 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/>.

Program Improvement Status		
	School	District
PI Status	In PI	In PI
First Year of PI	2007-2008	2004-2005
Year in PI	Year 2	Year 3

## 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.

API Changes				
Student Group	Actual Change			Score
	06-07	07-08	08-09	2009
All Students at the School	-5	13	-70	522
African American				
American Indian / Alaska Native				
Asian				
Filipino				
Hispanic or Latino				531
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				524
English Learners				
Students with Disabilities				



### 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 (Adv.), Proficient (Prof.), and Not Proficient (Not Prof.). *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.* This table displays the percent of students achieving at the Proficient or Advanced level.

CAHSEE Results for All Students			
Subject	School	District	State
<b>2006-07</b>			
English	*	45.9	48.6
Mathematics	*	39.8	49.9
<b>2007-08</b>			
English	*	49.2	52.9
Mathematics	*	42.9	51.3
<b>2008-09</b>			
English	*	52.8	52.0
Mathematics	*	47.7	53.3

CAHSEE Results by Student Group - Most Recent Year					
English-Language Arts			Mathematics		
Not Prof.	Prof.	Adv.	Not Prof.	Prof.	Adv.
<b>All Students</b>					
*	*	*	*	*	*
<b>Male</b>					
*	*	*	*	*	*
<b>Female</b>					
*	*	*	*	*	*
<b>African American</b>					
*	*	*	*	*	*
<b>American Indian or Alaska Native</b>					
*	*	*	*	*	*
<b>Asian</b>					
*	*	*	*	*	*
<b>Filipino</b>					
*	*	*	*	*	*
<b>Hispanic or Latino</b>					
*	*	*	*	*	*
<b>Pacific Islander</b>					
*	*	*	*	*	*
<b>White (not Hispanic)</b>					
*	*	*	*	*	*
<b>English Learners</b>					
*	*	*	*	*	*
<b>Socioeconomically Disadvantaged</b>					
*	*	*	*	*	*
<b>Students Receiving Migrant Education Services</b>					
*	*	*	*	*	*
<b>Students with Disabilities</b>					
*	*	*	*	*	*

### 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.

Dropout and Graduation Rates			
Indicator	2005-06	2006-07	2007-08
<b>School</b>			
Dropout Rate: 1yr	36.8	44.5	33.2
Graduation Rate	22.7	78.5	80.4
<b>District</b>			
Dropout Rate: 1yr	3.7	5.7	4.6
Graduation Rate	78.0	78.5	80.4
<b>State</b>			
Dropout Rate: 1yr	3.5	4.4	3.9
Graduation Rate	83.4	80.6	80.2

### Completion of High School Graduation Requirements

For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Graduating Class of 2009		
	School	District
All Students	95	1402
African American	5	78
American Indian / Alaska Native	1	19
Asian	1	24
Filipino	2	20
Hispanic or Latino	41	486
Pacific Islander	0	3
White (not Hispanic)	45	772
Socioeconomically Disadvantaged	20	557
English Learners	13	101
Students with Disabilities	6	94

### 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.

Advanced Placement (AP) Courses		
Subject	# Offered	% of Students Enrolled
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

### 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 work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

### Admission Requirements for California's Public Universities (California State University)

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

### Career Technical Education Programs

The career technical educational programs offered at Alessandro High School include:

- Work Experience
- Computer Repair
- Construction
- Video Production

### Career Technical Education Participation

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

Career Technical Education Participation	
Number of pupils	54
Percent of pupils completing a CTE program and earning a high school diploma	32%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission.

Courses for University of California and/or California State University Admission	
Percent of Students Enrolled in Courses Required for UC/CSU Admission	65.6
Percent of Graduates Who Completed All Courses Required for UC/CSU Admission	