Hemet Academy for Applied Academics & Technology

831 E. Devonshire Avenue ◆ Hemet, CA 92543 ◆ (951) 925-5155 ◆ Grades 9-12 Frank Green, Principal

2008-09 School Accountability Report Card

Published during 2009-10



Hemet Unified School District

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www.hemetusd.k12.ca.us

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The Hemet Academy for Applied Academics and Technology (HAAAT) is an alternative public high school that emphasizes a rigorous, relevant, high-quality, standards based curriculum to meet the needs of the entire student population. The vision of the school is the support students with strong academic programs combined with contemporary vocational offerings applicable to higher education and the workforce. Students are encouraged to make personal connections to their learning with project based activities and inquiry. HAAAT students our encouraged to exceed their own expectaitons in a safe, nurturing, learning environment. The use of technology transcends the variety of course offerings and allows each student to use the resources for research and presentations. Students are encouraged to be partners in the community with a strong emphasis on service. All students volunteer and support others in the Hemet area.

Opportunities for Parent Involvement

Parents are partners at the HAAAT Charter High School. A number of parents serve as club and field trip chaperones. With more than 100 National Beta Club members, many families cooperate with staff to provide activities for the students. In addition, parents are encouraged to participate on committees and share opinions at regularly scheduled collaboration meetings. The Parent Teacher Student Association (PTSA) also provides for family involvement in school activiities.

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: 171			
American Indian or Alaska Native	0.58%		
Asian	1.17%		
English Learners	6.00%		
Filipino	2.34%		
Hispanic or Latino	39.77%		
Pacific Islander	0.00%		
White (not Hispanic)	46.78%		
Socioeconomically Disadvantaged	39.00%		
Students with Disabilities	4.00%		
Multiple or No Response	1.17%		

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
Suspensions	0.0	2.3	16.4	15.4	14.8	18.4
Expulsions	0.0	1.1	1.2	0.5	0.6	0.4

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.	Number of Classrooms			
Subject	Class Size	1-20	21-32	33+	
	2007	-08			
English	24.3		3		
Mathematics	18.3	3			
Science	17	3			
Social-Science	15	4	2		
	2008	-09			
English	21.5	4	4		
Mathematics	14.8	7	2		
Science	24.0	1	2		
Social-Science	21.8	6	5	1	

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. 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.

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/ec/.

Expenditures Per Pupil and Teacher Salaries					
Level	Expe	Average Teacher			
Level	Salary				
School	\$10,644	\$5,188	\$5,456	\$53,077	
District	-	-	\$5,456	\$53,077	
State			\$5,586	\$67,109	
Percent Difference (School/District)			0	0	
Percent Difference (School/State)			-2	-21	

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%		

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	69.2	30.8		
All Schools in District	93.3	6.7		
High-Poverty Schools	92.1	7.9		
Low-Poverty Schools	77.4	22.6		

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	200		
Library Media Teacher	0		
Library Media Services Staff	0		
Psychologist	0		
Social Worker	0		
Nurse	0		
Health Technician	0		
Speech/Language/Hearing Specialist	0		
Resource Specialist (non-teaching)	0.5		
Other	0		

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	
reachers	06-07	07-08	08-09	08-09	
With Full Credential	0	3	7	998	
Without Full Credential	0	1	0	34	
Outside Subject Area of Competence	NA	1	3	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	0	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			7*	
Similar Schools			N/A	

School Site Safety Plan

The School Safey Plan is a cooperative effort among three programs on the Educational Options Site. Hemet Unified School District Policies guide the site safety decisions. The campus is closed to the public. All guests must check in with the office before entering the campus. Monthly evacuation drills and administrative reviews of campus needs further enhance the safety of the school site. Disaster supplies and protocol are carefully monitored and discussed with students and staff. A partnership with the Hemet Fire Department allows for an external review of site evacuation and safety plans leading to continual improvement.

Facilities Maintenance

The site facility is supported by district personnel. The campus has recently expanded the use of classrooms and minor classroom renovations occurred to support the additional number of students on the campus. Classrooms are in good working conditions with ample restrooms for all students.

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

Facility Conditions				
	Repair Status	Repair Needed /		
Item Inspected	Good	Action Taken or Planned		
Systems: Gas Leaks/Mechanical/HVAC/Sewer	[X]			
Interior: Interior Surfaces	[X]			
Cleanliness: Overall/Pest/Vermin Infestation	[X]			
Electrical: Electrical	[X]			
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[X]			
Safety: Fire Safety/Hazardous Materials	[X]	One fire extinguisher to be replaced.		
Structural: Structural Damage/Roofs	[X]			
External: Grounds/Windows/ Doors/Gates/Fences	[X]	Room 104 door is not closing on its own.		
Overall Rating	[X]			

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					
Reading/Language Arts						
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				
	AP Literature 8	Composition						
12	Perrine's Literature: Structure, Sound & Sense	Wadsworth Cengage Learning	10th C (2009)	6/09				
AP Calculus								
11-12	Calculus of a Single Variable	Houghton Mifflin Company	8th C (2006)	6/09				
AP Computer Science & Computer Programming								
11-12	Java Software Solutions	Pearson Education, Inc.	2nd C (2007)	6/09				
	AP Spanish Lang	uage & Literature						
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				
	AP U.S.	History						
10-12	Out of Many, A History of the American People	Pearson Publisher	5th C (2007)	6/09				
	AP Europe	an History	, ,					
10-12	The Western Heritage	Pearson Education LtdPrentice Hall	9th C (2007)	6/09				
	AP Art	History	, ,					
10-12	Stokstad Art History	Prentice Hall Publisher	3rd C (2008)	6/09				
	AP Bi	ology						
11-12	Biology	Addison Wesley	8th (2008)	6/09				
	AP & General Envi	ronmental Science						
9-12	Environment: The Science Behind the Stories	Pearson/Prentice Hall	C (2008)	6/09				
	•	•		-				

Reading/Laurge Arts Rold, Rindhard & Winston 2003 6.03 9-12 Holl Literature & Language Arts Holl, Rindhard & Winston 2003 6.03 6-12 English Now, V. 2.0 LiConn, Inc. 2007 12/05 6-12 High Point National Geographic 2007 12/05 9-12 High Point McDougal, Litell 2008 608 9-12 Algebra 1 McDougal, Litell 2005 608 9-12 Algebra 2 McDougal, Litell 2007 608 9-12 Integrated Mathematics I & II McDougal, Litell 2002 504 9-12 Integrated Mathematics I & II McDougal, Litell 2002 504 9-12 Integrated Mathematics I & II McDougal, Litell 2002 504 9-12 Preaction, with Limits, Striction McDougal, Litell 2002 504 9-12 Preaction, Striction McDougal, Litell 2002 504 9-12 Preaction, Striction McDougal, Litell 2002 607 <th></th> <th></th> <th></th> <th>Edition</th> <th>Adopted</th>				Edition	Adopted
Holt, Rinchart & Language Arts				Edition	Adopted
English Now, V 2 0 LiConn, Inc. 2007 1206	9-12			2003	6/03
6-12 English Now, V 2.0 BICOnn, Inc. 2007 1206 6-12 High Point National Geographic 2007 6/05 6-12 High Point National Geographic 2008 6/08 9-12 Algebra 1 McDougal Littell 2008 6/08 9-12 Algebra 2 McDougal Littell 2007 6/08 9-12 Integrated Mathematics I & II McDougal Littell 2002 5/04 9-12 Integrated Mathematics I & II McDougal Littell 2002 5/04 9-12 Integrated Mathematics I & II McDougal Littell 2008 6/08 9-12 Trigonometry, 5th Edition Addison Wesley 1999 6/99 12 Trigonometry, 6th Edition Turner, Brooks, Cole 2008 6/08 Scotal Science Valuation Michael Mathematics I & III 400 6/07 9 Health Skills & Wellness – Behavioral Health Science Prentice Hall 1994/2001 6/07 10 World History, The Modern World Prentice Hall			<u> </u>		
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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 Pre-Calculus with Limits, 5th Edition McDougal Littell 2008 6/08 9-12 Calculus Addison Wesley 1999 6/09 12 Trigonometry, 6th Edition Turner, Brooks, Cole 2008 6/08 Social Science World Geography McDougal Littell 2006 6/07 9 Health Skills & Wellness – Behavioral Health Science Prentice Hall 194-2001 6/07 10 World History, The Modern World Prentice Hall 2007 6/07 11 US History, Modern America Prentice Hall 2007 6/07 12 Western Civilization Prentice Hall Historyh Western 2001/20072005 6/07 & 12/06 12 Western Civilization Prentice Hall Historyh Western 2001/20072005 6/07 & 12/06 9-12 Economics, Principles in Action	6-12	High Point	National Geographic	2001	6/05
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9-12 Integrated Mathematics & II	9-12	Geometry, Concepts and Skills	McDougal Littell	2005	6/08
9-12 PreCalculus with Limits, 5th Edition McDougal Littell 2008 6:08 12 Calculus Addison Wesley 1999 6:09 12 Trigonometry, 6th Edition Turner, Brocks, Cole 2008 6:08 12 Trigonometry, 6th Edition Turner, Brocks, Cole 2008 6:08 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 U.S. History, Modern America Prentice Hall 2008 6:07 12 Magruders American Government / American Govt. 10th E. (AP) Prentice Hall Houghton Mirflin 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 To home the Hall Houghton Mirflin 1992/1994 6:07 & 12:06 12 Beconomics, Principles in ActionEconomics, 7th Ed. Prentice Hall <td>9-12</td> <td>Algebra 2</td> <td>McDougal Littell</td> <td>2007</td> <td>6/08</td>	9-12	Algebra 2	McDougal Littell	2007	6/08
12 Calculus	9-12	Integrated Mathematics I & II	McDougal Littell	2002	5/04
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Norld Geography	12	Calculus	Addison Wesley	1999	6/99
9 World Geography	12	Trigonometry, 6th Edition	Turner, Brooks, Cole	2008	6/08
Health Skills & Wellness – Behavioral Health Science Prentice Hall 1994/2001 6/07		Social	Science		
World History, The Modern World	9	World Geography	McDougal Littell	2006	6/07
11 US History, Modern America	9	Health Skills & Wellness – Behavioral Health Science	Prentice Hall	1994/2001	6/07
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Economics, Principles in ActionEconomics, 7th Ed.	11	US History, Modern America	Prentice Hall	2008	6/07
Thomson Learning, Inc. 2006 1/06	12	Magruders American Government / American Govt. 10th E. (AP)	Prentice HallHoughton Mifflin	1992/1994	6/07 & 12/06
Paradigm Publications 1998 7/01	12	Economics, Principles in ActionEconomics, 7th Ed.	Prentice HallSouth-Western	2001/20072005	6/07 & 12/06
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 españoll 1 & 2 McDougal Littell 2003 6/27 9-12 Abriendo Puertas – Antologia de Literatura en Español, Tomo I (AP) McDougal Littell 2003 6/27 9-12 Abriendo Puertas – Antologia de Literatura en Español, Tomo II (AP) McDougal Littell 2003 6/27 9-12 Abiendo Puertas (AP) McDougal Littell 2003 6/27 9-12 Abiendo Puertas (AP) McDougal Littell 2003 6/27 Science 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 PhysicsCalifornia Edition Holt 2009 6/08	12	Western Civilization	Thomson Learning, Inc.	2006	1/06
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9-12 Abriendo Puertas – Antologia de Literatura en Español, Tomo I (AP) McDougal Littell 2003 6/27 9-12 Abriendo Puertas – Antologia de Literatura en Español, Tomo II (AP) McDougal Littell 2003 6/27 Science Science 10-12 California Biology Prentice Hall 2007 6/08 10-12 Holle's Human Anatomy & Physiology Glenco McGraw Hill 2009 6/08 10-12 Holt PhysicsCalifornia 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 Visual & Performing Arts 9-12 Music Appreciation McGraw Hill 2000 12/01 9-12 Stage Makeup Watson-Guptill 1999 12/01	9-12	En voyage, French 3 & 4	McDougal Littell	2003	6/27
9-12 Abriendo Puertas – Antologia de Literatura en Español, Tomo II (AP) McDougal Littell 2003 6/27 9-12 Abiendo Puertas (AP) McDougal Littell 2003 6/27 Science 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 Visual & Performing Arts 9-12 Music Appreciation McGraw Hill 2000 12/01 9-12 Stage Makeup Watson-Guptill 1999 12/01	9-12	En español! 1 & 2	McDougal Littell	2003	6/27
9-12 Abiendo Puertas (AP) McDougal Littell 2003 6/27 Science 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 PhysicsCalifornia 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 Visual & Performing Arts 9-12 Music Appreciation McGraw Hill 2000 12/01 9-12 Stage Makeup Watson-Guptill 1999 12/01	9-12	Abriendo Puertas – Antologia de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
Science 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 PhysicsCalifornia 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 Visual & Performing Arts 9-12 Music Appreciation McGraw Hill 2000 12/01 9-12 Stage Makeup Watson-Guptill 1999 12/01	9-12	Abriendo Puertas – Antologia de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27
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 PhysicsCalifornia 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 Visual & Performing Arts 9-12 Music Appreciation McGraw Hill 2000 12/01 9-12 Stage Makeup Watson-Guptill 1999 12/01	9-12	Abiendo Puertas (AP)	McDougal Littell	2003	6/27
10-12 Hole's Human Anatomy & Physiology Glenco McGraw Hill 2009 6/08 10-12 Holt PhysicsCalifornia 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 Visual & Performing Arts 9-12 Music Appreciation McGraw Hill 2000 12/01 9-12 Stage Makeup Watson-Guptill 1999 12/01		Scie	ence		
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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 Visual & Performing Arts 9-12 Music Appreciation McGraw Hill 2000 12/01 9-12 Stage Makeup Watson-Guptill 1999 12/01	10-12	Hole's Human Anatomy & Physiology	Glenco McGraw Hill	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 Visual & Performing Arts 9-12 Music Appreciation McGraw Hill 2000 12/01 9-12 Stage Makeup Watson-Guptill 1999 12/01	10-12	Holt PhysicsCalifornia Edition	Holt	2007	6/08
11-12 Integrated Principles of ZoologyMcGraw Hill20061/06Visual & Performing Arts9-12 Music AppreciationMcGraw Hill200012/019-12 Stage MakeupWatson-Guptill199912/01	11-12	Holt Modern Chemistry	Holt	2009	6/08
Visual & Performing Arts 9-12 Music Appreciation McGraw Hill 2000 12/01 9-12 Stage Makeup Watson-Guptill 1999 12/01	11-12	Astronomy – Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
9-12 Music Appreciation McGraw Hill 2000 12/01 9-12 Stage Makeup Watson-Guptill 1999 12/01	11-12	Integrated Principles of Zoology	McGraw Hill	2006	1/06
9-12 Stage Makeup Watson-Guptill 1999 12/01		Visual & Per			
9-12 Simply 3D Micrografx 1998 4/00			<u>'</u>	1999	
	9-12	Simply 3D	Micrografx	1998	4/00

California Physical Fitness Test Results

grades 5, 7, and 9 only. This table displays by grade level the percent of students scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

California Physical Fitness Test Results					
4 of 6 5 of 6 6 of 6					
Grade 9	21.3	25.3	33.3		

DataQuest and Access to Data

Every year, the California Physical Fitness Test is administered to students in 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				
Subject	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts		48	63		43	46		46	50
Mathematics		13	17		37	38		43	46
Science		29	63		39	41		46	50
History-Social Science		38	33		31	34		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	43	8	*	*				
American Indian / Alaska Native	*	*						
Asian	*	*						
Hispanic or Latino	56	10	56	35				
Filipino	*	*	*	*				
Pacific Islander	*	*	*	*				
White (not Hispanic)	71	21	67	25				
Male	61	21	63	45				
Female	65	14	62	25				
Economically Disadvantaged	56	12	61	29				
English Learners	*	*	*	*				
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				
oubject and Grade 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 Pa	articipation Rate	EL Student Participation Rate				
oubject and Grade Level	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	Yes	No				
Participation Rate:						
English-Language Arts	Yes	Yes				
Mathematics	Yes	Yes				
Percent Proficient:						
English-Language Arts	Yes	No				
Mathematics	Yes	No				
API	Yes	Yes				
Graduation Rate (High Schools)	Yes	Yes				
Number of Schools Currently in Pl	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			
First Year of PI		2004-2005			
Year in PI		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						
	Act	Actual Change				
Student Group	06-07	07-08	08-09	2009		
All Students at the School	N/A	В	20	766		
African American	N/A					
American Indian / Alaska Native	N/A					
Asian	N/A					
Filipino	N/A					
Hispanic or Latino	N/A			755		
Pacific Islander	N/A					
White (not Hispanic)	N/A			789		
Socioeconomically Disadvantaged	N/A	·	·	757		
English Learners	N/A					
Students with Disabilities	N/A					

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						
2007-08						
English	48.0	49.2	52.9			
Mathematics	28.0	42.9	51.3			
2008-09						
English 73.6 52.8 52.0						
Mathematics						

CAHS	CAHSEE Results by Student Group - Most Recent Year							
Englis	h-Languag	e Arts	N	/lathematic	s			
Not Prof.	Prof.	Adv.	Not Prof.	Prof.	Adv.			
All Students								
26.4	39.6	34.0	39.6	47.2	13.2			
		Ma	ale					
26.1	39.1	34.8	39.1	56.5	4.3			
		Fen	nale					
26.7	40.0	33.3	40.0	40.0	20.0			
	Amer	ican Indian	or Alaska I	Native				
*	*	*	*	*	*			
		As	ian					
*	*	*	*	*	*			
		Hispanic	or Latino					
33.3	38.1	28.6	52.4	28.6	19.0			
		Pacific I	slander					
*	*	*	*	*	*			
		White (not	Hispanic)					
15.4	42.3	42.3	26.9	61.5	11.5			
		English I	Learners					
*	*	*	*	*	*			
	Socio	economical	ly Disadvar	ntaged				
25.0	45.8	29.2	41.7	41.7	16.7			
S	tudents Re	ceiving Mig	rant Educa	tion Service	es			
*	*	*	*	*	*			
	S	tudents wit	h Disabilitie	es				
*	*	*	*	*	*			

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		
School					
Dropout Rate: 1yr			1.1		
Graduation Rate		78.5	97.7		
District					
Dropout Rate: 1yr	3.7	5.7	4.6		
Graduation Rate	78.0	78.5	80.4		
State					
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	22	1402		
African American	2	78		
American Indian / Alaska Native	0	19		
Asian	0	24		
Filipino	1	20		
Hispanic or Latino	12	486		
Pacific Islander	0	3		
White (not Hispanic)	7	772		
Socioeconomically Disadvantaged	7	557		
English Learners	1	101		
Students with Disabilities	0	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		
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				

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	38.9			
Percent of Graduates Who Completed All Courses Required for UC/CSU Admission				