

Helen Hunt Jackson Alternative High School

258 N. Thompson Street ♦ Hemet, CA 92543 ♦ (951) 765-5193 ♦ Grades 6-12
Ellen Burgess, Principal

2008-09 School Accountability Report Card

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School Profile

Helen Hunt Jackson Alternative School is located at 258 N. Thompson Street. Helen Hunt Jackson is an optional 9-12 educational alternative that utilizes independent studies to deliver the district approved curriculum.

While the independent study program in California started out as an option for gifted students, it is now open to any student who can benefit from this type of instruction. Students meet with their teacher once a week to receive and review their assignments, and take quizzes or tests. Most students are required to attend one or more labs each week. They can earn the same amount of credit they would get in any other public school or can choose to earn additional credits through Work Experience, C.T.E., Community Service, and some other options. They are required to complete thirty hours of educational studies each week under the supervision of their parents and to complete and return all assignments to their teacher during their regular appointment. Completion of assignments and the ability to demonstrate the required skills and knowledge is proof that the student was 'in school.

To succeed in an independent study program, a student must have good reading skills, basic math skills, and the maturity and self discipline to work independently with minimal teacher support. Strong parental support is crucial. Parents assume additional responsibilities when their student is enrolled in independent study. Some students use independent study as a temporary oasis from their regular school while others stay in our program until they graduate. Helen Hunt Jackson School is committed to helping all of our students achieve their goals.

Expected Schoolwide Learning Results (ESLRS)

Students will demonstrate their ability to be self-directed learners.

- Students will be able to work independently without daily adult supervision.
- Students will be able to communicate effectively verbally and in writing as prescribed by the state standards.
- Students will be able to demonstrate problem solving and critical thinking skills as prescribed by the state standards.
- Students will be able to return to the traditional high school "on track" to graduate if they choose to do so.
- Students will complete a graduation plan.
- Students will pass the CAHSEE.
- Students will earn a high school diploma.
- Students will establish life -long learning goals for self-improvement.

Students will demonstrate the ability to be successful, contributing members of society.

- Students will be able to identify and develop their unique individual talents.
- Students will participate in one or more of these programs to prepare for the world of work or college: ROP, Work Experience, Community Service, or the concurrent enrollment program at Mt. San Jacinto Junior College.
- Students will complete a Senior Portfolio which will include a resume, interest inventory with the student's reflections, letters of reference, and a post-secondary plan.

Opportunities for Parent Involvement

Parents are required to attend an orientation meeting with their student and are encouraged to participate in all aspects of the school. Parents and students are invited to be active in the School Site Council. For more information, contact the site Principal, Ellen Burgess at (951) 765-5193.

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: 494	
African American	3.64%
American Indian or Alaska Native	1.42%
Asian	0.20%
English Learners	9.00%
Filipino	0.61%
Hispanic or Latino	33.81%
Pacific Islander	0.00%
White (not Hispanic)	58.70%
Socioeconomically Disadvantaged	37.00%
Students with Disabilities	1.00%
Multiple or No Response	1.62%

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	1.3	3.1	1.2	15.4	14.8	18.4
Expulsions	0.0	0.4	0.0	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. 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.

Professional Development (continued)

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.

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:

EIA	\$48,712
EIA/LEP	\$3014
School & Library Improvement Block Grant	\$6485
Lottery	\$6742
GATE	\$541
Safe & Drug Free Schools	\$506

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	\$4,710	\$297	\$4,413	\$62,211
District	--	--	\$5,473	\$63,697
State	--	--	\$5,586	\$67,109
Percent Difference (School/District)			-19	-2
Percent Difference (School/State)			-21	-7

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	66.7	33.3
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	500
Library Media Teacher	0
Library Media Services Staff	1
Psychologist	Available as Needed
Social Worker	0
Nurse	Available as Needed
Health Technician	0
Speech/Language/Hearing Specialist	Available as Needed
Resource Specialist (non-teaching)	0
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
	06-07	07-08	08-09	08-09
With Full Credential	20	23	22	998
Without Full Credential	0	0	0	34
Outside Subject Area of Competence	11	11	8	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	6	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	2	2	3
Similar Schools	2	2	5

School Site Safety Plan

SB187 Safety Plan

Date the plan was last updated: April 2009

Date the plan was last reviewed: April 2009

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.

Helen Hunt Jackson strives to provide a safe and secure campus. Students are required to show their ID's to enter the site. Staff members wear name badges. Students are treated with respect and are expected to act in an adult manner conducive to learning. In general, there are few discipline problems. A safe, secure teaching and learning environment is of the highest priority to Helen Hunt Jackson administration.

If needed, the Hemet Police and Fire Departments respond quickly to calls for assistance. A disaster preparedness plan exists for emergencies. Staff is trained in emergency procedures, including evacuation routes and safety checks.

Facilities Maintenance

The facility consists of twelve classrooms, a library, and an office complex. Some rooms have four teacher stations for individual appointments. Other classrooms are labs. Every classroom has adequate space and all the materials needed to ensure student success. The school plant is shared with other programs. It is modern, attractive and clean.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

On 12/23/09 a site visit was conducted at Helen Hunt Jackson. Based on the filed observations the following was found:

Facility Conditions					
Item Inspected	Repair Status				Repair Needed / Action Taken or Planned
	Exemplary	Good	Fair	Poor	
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]	[]	[]	Fire extinguisher needs to be charged; no fire extinguisher in room 403, 404.
Structural: Structural Damage/Roofs	[]	[X]	[]	[]	
External: Grounds/Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
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.

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
Reading/Language Arts				
6-8	Holt Literature & Lang Arts	Harcourt Brace	2003	5/02
9-12	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
English Language Development				
6-12	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12	High Point	National Geographic	2001	6/05

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
Mathematics				
6-8	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell (Houghton Mifflin)	2008	6/08
6-8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
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
Social Science				
6	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	6/07
7	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	6/07
8	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	6/07
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
Foreign Language				
6-8	Dime! Uno	McDougal Littell	1997	
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
Science				
6	Earth Science	Holt, Rinehart & Winston	2001	3/01
7	Life Science	Holt, Rinehart & Winston	2001	3/01
8	Physical Science	Holt, Rinehart & Winston	2001	3/01
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 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
Health				
6-8	Decisions for Health	Holt, Rinehart & Winston	2005	7/05
Visual & Performing Arts				
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

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 & 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 Language & 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 European 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 Biology				
11-12	Biology	Addison Wesley	8th (2008)	6/09
AP & General Environmental Science				
9-12	Environment: The Science Behind the Stories	Pearson/Prentice Hall	C (2008)	6/09

California Physical Fitness Test Results

Every year, the California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students 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	30.2	24.5	15.1

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).

Subject	Percent of Students Scoring At Proficient or Advanced								
	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	25	27	30	39	43	46	43	46	50
Mathematics	3	2	5	34	37	38	40	43	46
Science	13	15	18	32	39	41	38	46	50
History-Social Science	8	14	19	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	28		*	7
American Indian / Alaska Native	*	*		*
Asian	*	*	*	*
Hispanic or Latino	21	4	12	16
Filipino	*	*	*	*
Pacific Islander				
White (not Hispanic)	35	6	22	21
Male	32	8	23	22
Female	29	3	15	17
Economically Disadvantaged	23	3	7	15
English Learners	20		8	7
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	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 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/avl/>.

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				
	Actual Change			Score
Student Group	06-07	07-08	08-09	2009
All Students at the School	18	15	4	652
African American				
American Indian / Alaska Native				
Asian				
Filipino				
Hispanic or Latino	49	-79	14	608
Pacific Islander				
White (not Hispanic)	16	46	3	674
Socioeconomically Disadvantaged	24	-22	5	601
English Learners				
Students with Disabilities				

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	8.9	11.3	6.9
Graduation Rate	69.4	76.8	81.2
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	164	1402
African American	1	78
American Indian / Alaska Native	2	19
Asian	1	24
Filipino	2	20
Hispanic or Latino	48	486
Pacific Islander	0	3
White (not Hispanic)	110	772
Socioeconomically	37	557
English Learners	7	101
Students with Disabilities	2	94

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	38.8	49.2	52.9
Mathematics	18.6	42.9	51.3
2008-09			
English	45.1	52.8	52.0
Mathematics	30.1	47.7	53.3

CAHSEE Results by Student Group - Most Recent Year					
English-Language Arts			Mathematics		
Not Prof.	Prof.	Adv.	Not Prof.	Prof.	Adv.
All Students					
54.9	25.6	19.5	69.9	24.1	6.0
Male					
64.5	12.9	22.6	67.7	19.4	12.9
Female					
49.0	33.3	17.6	71.2	26.9	1.9
African American					
*	*	*	*	*	*
American Indian or Alaska Native					
*	*	*	*	*	*
Asian					
*	*	*	*	*	*
Filipino					
*	*	*	*	*	*
Hispanic or Latino					
68.0	16.0	16.0	70.8	25.0	4.2
Pacific Islander					
*	*	*	*	*	*
White (not Hispanic)					
48.1	30.8	21.2	70.4	22.2	7.4
English Learners					
*	*	*	*	*	*
Socioeconomically Disadvantaged					
76.7	16.7	6.7	81.8	18.2	0.0
Students Receiving Migrant Education Services					
*	*	*	*	*	*
Students with Disabilities					
*	*	*	*	*	*

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 Participation

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

Career Technical Education Participation	
Number of pupils	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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	6.7
Percent of Graduates Who Completed All Courses Required for UC/CSU Admission	