Hemet Educational Learning Center

136 North Ramona St. ♦ Hemet, CA 92544 ♦ (951) 765-5187 ♦ Grades 7-12
Fernando Betanzos, Principal

2009-10 School Accountability Report Card
Published During 2010-11

Hemet Unified School District
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School Profile

HELP is designed to be a short-term placement of one or two semesters for students who have been either expelled from a HUSD school or placed at HELP through a District process; School Attendance Review Board (SARB), Individual Educational Plan (IEP) or Student Study Team (SST). Students interact daily with highly qualified caring adults in classroom settings with low student-teacher ratios. Students and parents make a commitment to adhere to a specially designed attendance, behavior and academic contract upon enrolling. We provide an environment where students receive immediate reinforcement for positive behavior and immediate negative consequences for violations of school rules. Students and parents receive weekly notification regarding academic and social progress. Currently, we serve approximately 65-80 students in grades 6-12. The Hemet Unified School District has designed a longrange facilities improvement plan that will within the next year provide a more attractive, modern, commodious and safe facility for students and staff.

Principal's Message

As principal of HELP, my goal is the creation of a learning environment that seeks to make a connection of a different kind with students. I want parents and students to know that when they come to HELP, students will be given a second chance to make academic and social strides. Our goal is for youngsters who may not have experienced success in school for many years to interact in a positive way with teachers and staff who are eager to work with at-risk students.

Help's Mission & Vision

The mission of HELP is to prepare expelled students with behavioral challenges to be successful students upon returning to their comprehensive school campus. This mission shall be achieved through a school-wide commitment to meet the academic, social and emotional needs of at-risk students within a small school setting. HELP promotes the treatment of students as individuals deserving of dignity and respect.

Our goal is to provide a positive learning environment where students gain academic, social and emotional skills through a quality program of individual and group instruction. Students will experience accountability through positive rewards and strong boundaries enabling them to successfully return to their comprehensive schools.

District Profile

Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 22,000 students. Preschool centers at seven school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

Hemet Unified School District's Core Values

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.
3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.
6. The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

Enrollment by Student Group	
2009-10 Enrollment: 2	
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	50.00
Native Hawaiian/Pacific Islander	0
White	50.00
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	

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		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions						
Expulsions						

Opportunities for Parent Involvement

Contact Person: Karen Pinneo, Principal
Phone Number: 951-765-5187

HELP has a Site Council that is composed of parents, students, community members and school staff. We meet monthly to review programs, services, interventions as well as to discuss community or District resources that may be of value to our families. We have a Back to School Night, and Open House as well. At HELP we establish a very close and cooperative relationship with parents as we all work to get a student back on track educationally while improving their interpersonal skills. Our open-door policy invites parents into the classroom or to speak to teachers on a daily basis.

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 standardsbased instructional program. District professional development priorities are outlined in the current LEA addendum as SB472 Language Arts and Mathematics, AB430 Administrative Training, AB 2913 English Learner Authorization, 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, four BTSA induction support providers, five academic 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 calendar on the website for the 2008-09 school year.

Expenditures Per Pupil and Teacher Salaries (FY 08-09)

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	$17,105	$17,058	$47	$72,039
District	--	--	$5,000	$64,556
State	--	--	$5,681	$68,179
Percent Difference (School/District)			-99.1	11.6
Percent Difference (School/State)			-99.2	5.7

Teacher and Administrative Salaries (FY 08-09)

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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Superintendent Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
% of Budget (Teacher Salaries)		
% of Budget (Administrative Salaries)		

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	N/A	N/A
All Schools in District	95.43	4.57
High-Poverty Schools		3.38
Low-Poverty Schools		N/A

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	0
Average # of Students per Counselor	
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	0
Psychologist	
Social Worker	0
Nurse	
Health Technician	
Speech/Language/Hearing Specialist	
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
	07-08	08-09	09-10	09-10
With Full Credential			N/A	
Without Full Credential			N/A	
Outside Subject Area of Competence	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			
	08-09	09-10	10-11
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

School Site Safety Plan
SB187 Safety Plan
Date the plan was last updated: 5/30/2007
Date the plan was last reviewed: 5/25/2007

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.

All visitors must check with our office staff. They must sign in and wear a visitor's lanyard at all times while at HELP. There is one entrance to HELP.

Our staff knows the proper way to exit classrooms in the event of a fire or other emergency. Safe ingress and egress diagrams are posted in each classroom and at each exit. We have walkie-talkies that will allow instant communication with one another. We have a fire drill each semester as required by law. Gang related attire is not tolerated.

Facilities Maintenance

Date of Most Recent Inspection: 8/2/10

The Governing Board of Hemet Unified School District designed and established the HELP school in 1996 as an alternate placement for students in grades 7-12 per Assembly Bill 922. Students are placed at HELP as a result of a district level expulsion process, and Individualized Education Plan (IEP) and/or a referral by the Guidance Team at the student's home school.

One main building houses three of our four classrooms. A single-wide trailer to the east of our main building serves as a special education classroom. Staff and students share restrooms. A large asphalt area is used for physical education. Volleyball, basketball and calisthenics are organized on a daily basis in regular PE classes. Our facility will be dramatically refurbished over the next year and a half. HUSD has a farreaching and far-sighted approach to the growing need for alternative educational settings, and has addressed the issue with an exciting facility-expansion project. The project includes a remodeling of the existing building, all new portable classrooms, a new administration building, new restrooms, a computer lab and library and a sheltered eating 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**	
Systems: Gas Leaks/Mechanical/HVAC/Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[ ]	[X]	Three classrooms stained ceiling tiles; two classrooms carpet stained. One boy's restroom scratches on the partitions and walls
Cleanliness: Overall/Pest/Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	[ ]	One classroom outlet cover missing; one classroom lights out.
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety/Hazardous Materials	[ ]	[X]	[ ]	[ ]	One classroom fire extinguisher missing.
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 10/5/10 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
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
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

Grade Levels / Title	Publisher	Edition	Adopted
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 – 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
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
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

Advanced Placement (AP) Textbooks			
Grade Levels / Title	**Publisher**	**Edition**	**Adopted**
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

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**		
	2007-08	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
English-Language Arts									
Mathematics									
Science									
History-Social Science									

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**
All Students in the LEA				
All Student at the School				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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		
Participation Rate:		
English-Language Arts		
Mathematics		
Percent Proficient:		
English-Language Arts		
Mathematics		
API		
Graduation Rate (High Schools)		
Number of Schools Currently in PI	N/A	
Percent of Schools Currently in PI	N/A	

2010 Growth API Comparison by Student Group

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	2010 Growth API		
	School	LEA	State
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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			
	2007	2008	2009
Statewide			
Similar Schools			

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		
First Year of PI		
Year in PI		

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		
	07-08	08-09	09-10
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at http://cahsee.cde.ca.gov/. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CAHSEE Results for All Students			
Subject	School	District	State
2007-08			
English			
Mathematics			
2008-09			
English			
Mathematics			
2009-10			
English			
Mathematics			

California High School Exit Exam (CAHSEE) Results

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

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

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	2006-07	2007-08	2008-09
School			
Dropout Rate: 1yr			
Graduation Rate			
District			
Dropout Rate: 1yr			
Graduation Rate			
State			
Dropout Rate: 1yr			
Graduation Rate			

Completion of High School Graduation Requirements

For students who began the 2009-10 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 2010		
	School	District
All Students		
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian/Pacific Islander		
White		
Socioeconomically Disadvantaged		
English Learners		
Students with Disabilities		

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		

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

Career Technical Education Participation

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

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

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