



# Canyon High School

19300 West Nadal Street • Canyon Country, CA 91351 • (661) 252-6110 • Grades 9-12

Mike Kuhlman, Principal  
mkuhlman@hartdistrict.org

## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### **William S. Hart Union High School District**

21380 Centre Pointe Parkway  
Santa Clarita, CA 91350  
(661) 259-0033  
www.hartdistrict.org

#### **District Governing Board**

Robert P. Hall  
Robert Jensen, Jr.  
Gloria E. Mercado-Fortine  
Joseph Messina  
Steven M. Sturgeon  
William Oh, Student Board  
Member

#### **District Administration**

Robert R. Challinor  
**Superintendent**

### **About the SARC**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (661) 252-6110.

### **Principal's Message**

Canyon High School is privileged to be in a remarkably supportive community that expects the school to provide the finest academic and cocurricular programs possible to our growing student population. Our staff members are committed to rigorous standards to improve student achievement as they work collaboratively to create relevant programs for all students.

At Canyon, Our mission is to develop responsible citizens who have the knowledge, skills, and experience necessary for either beginning post-secondary education or entering the workforce. We believe that all of our graduates take with them the pride and the life skills they need to become successful adults who will contribute their unique talents to the betterment of their community.

Canyon High School believes that students who are ready for college or career are academically competent individuals who possess the ability to think critically, to communicate effectively, and to solve problems creatively. We endeavor to inspire a life-long love of learning so that graduates are prepared to develop goals and use effective learning strategies for post-high school self-improvement.

We continue to support the Safe School Ambassador program that encourages a safe school environment.; Reaching Excellence at College Heights (REACH), a college preparation program, Yes I Can (a social inclusion program for students with disabilities), and a variety of other programs that provide a wide range of opportunities to our diverse student population.

Mike Kuhlman, PRINCIPAL

### **Opportunities for Parental Involvement**

Our Parent Advisory Committee meets on the third Monday of each month. The group discusses many of the various programs, and updated information is presented. At the Academic Booster Club (ABC) meetings, parents plan and prepare two academic celebrations for each school year. Scholarship information is available at both meetings.

A group for parents of English learners also meets once a month for updates and information relating to programs at Canyon and in the community.

Parents have attended our annual Parent Shadow Day and are actively involved in numerous booster clubs that support all of our co-curricular activities. Many volunteers join us at ASB events and dances as chaperones.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	655
Gr. 10	592
Gr. 11	644
Gr. 12	593
<b>Total</b>	<b>2,484</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0.2
Asian	3.6
Filipino	3.4
Hispanic or Latino	39.9
Native Hawaiian/Pacific Islander	0.3
White	46.3
Two or More Races	1.9
Socioeconomically Disadvantaged	28.4
English Learners	16.3
Students with Disabilities	11.8

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
	11	12	13	1-20			21-32			33+		
	11	12	13	11	12	13	11	12	13	11	12	13
English	36.3	28	26	27	29	31	11	7	11	73	50	49
Math	32.2	31.9	32	12	14	13	15	15	15	47	42	48
Science	33.2	33.5	31	6	9	11	6	4	10	37	41	46
SS	29.4	28.9	29	14	14	19	10	10	8	29	29	39

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

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	7.85	8.2	9.1
Expulsions Rate	0.37	0.3	0.2
Districtwide	10-11	11-12	12-13
Suspensions Rate	9.57	5.9	5.8
Expulsions Rate	0.3	0.3	0.1

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

### School Safety Plan

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

The school safety plan is reviewed annually to secure a safe and healthy learning environment. The plan includes evacuation procedures, risk management assessment, and crisis management and intervention. The plan is shared with staff before and after scheduled drills to ensure its efficiency. The plan was reviewed and revised in 2011, and modified to enhance procedures for the release of students in the event of a disaster.

Campus supervisors and school personnel monitor the closed campus before, during, and after school. Visitors must register in the Attendance Office areas before entering the campus. Our Safe School Ambassador program has proven to be a huge asset in keeping the campus a safe environment.

### School Facility Conditions and Planned Improvements (School Year 2013-14)

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

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

**Year and month in which data were collected:** 07/21/2013

Canyon is a completely modernized campus. All academic classrooms and associated facilities have been brought up to current health and safety codes. The campus has four new buildings. These are the administration building, a food service facility, a combined Associated Student Body classroom and office space/student store/ restroom facility, as well as a 28 classroom two story building that houses the Math Department, the Special Education Department, and four new science labs. The campus houses six computer labs and a parent community room, a functioning television broadcast and video production facility, and a dance studio. Additionally, technological improvements include integrated projector/computer systems in many of the new facilities. Solar paneling has recently been added to our student parking lot. A new Performing Arts Center and a renovated Music building are scheduled to be completed in 2014.

### School Facility Good Repair Status (School Year 2013-14)

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

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

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	89	89	91
Without Full Credential	0	1	1
Teaching Outside Subject Area	0	0	1
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	1	2	3
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	1	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

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### Core Academic Classes Taught by Highly Qualified Teachers

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

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	88.4	11.6
<b>Districtwide</b>		
All Schools	88.1	11.9
High-Poverty Schools	90.1	9.9
Low-Poverty Schools	88.0	12.1

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6.0
Social/Behavioral or Career Development Counselor	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

### Types of Services Funded (Fiscal Year 2012-13)

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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

Year and month in which data were collected: 01/04/2013

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,246	\$755	\$4,491	\$68,801
District	♦	♦	\$5,591	\$69,738
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			-19.7	-1.3
Percent Difference: School Site/ State			-18.9	-3.9

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

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

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

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,641	\$42,865
Mid-Range Teacher Salary	\$66,275	\$69,484
Highest Teacher Salary	\$86,241	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$119,946
Average Principal Salary (HS)	\$136,362	\$128,378
Superintendent Salary	\$229,806	\$202,664
Percent of District Budget		
Teacher Salaries	37.9%	36.8%
Administrative Salaries	5.0%	4.9%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Textbooks and Instructional Materials**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Timeless Voices, Timeless Themes - Prentice Hall Adopted 2002</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra - McDougal Littel Adopted 2008</p> <p>Geometry - Prentice Hall Adopted 2004</p> <p>Algebra 2 - McDougal Adopted 2004</p> <p>Trigonometry - Houghton Mifflin Adopted 2004</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>Physics - Holt Adopted 2002</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>World History: The Modern World - Prentice Hall Adopted 2006</p> <p>America: Pathway to the Present - Prentice Hall Adopted 2006</p> <p>Economics: Principles and Practices - Glencoe Adopted 2003</p> <p>Magruder's American Government - Prentice Hall Adopted 2006</p>

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.

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

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

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

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	58	57	58	63	65	65	54	56	55
Math	42	38	33	49	48	47	49	50	50
Science	62	60	59	68	70	71	57	60	59
H-SS	52	50	55	59	58	59	48	49	49

#### Internet Access

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

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	65	47	71	59
All Student at the School	58	33	59	55
Male	52	33	58	59
Female	66	34	61	51
Black or African American	54	30	32	43
American Indian or Alaska Native				
Asian	76	57	85	74
Filipino	67	40	55	72
Hispanic or Latino	44	26	45	41
Native Hawaiian/Pacific Islander				
White	69	37	73	66
Two or More Races	76	37	55	57
Socioeconomically Disadvantaged	43	28	37	37
English Learners	19	27	17	20
Students with Disabilities	24	5	24	23
Students Receiving Migrant Education Services				

#### California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.5	25.6	29.9

#### DataQuest

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

### Academic Performance Index

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

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	27	-2	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	32	6	6
Native Hawaiian/Pacific Islander			
White	27	-5	-5
Two or More Races			
Socioeconomically Disadvantaged	50	-1	23
English Learners	57	0	11
Students with Disabilities	45	-13	23

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	7	8	8
Similar Schools	6	9	8

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	1,795	17,898	4,655,989
	API-G	799	841	790
Black or African American	Students	84	687	296,463
	API-G	750	788	708
American Indian or Alaska Native	Students	4	37	30,394
	API-G		842	743
Asian	Students	60	1,252	406,527
	API-G	875	934	906
Filipino	Students	66	808	121,054
	API-G	838	897	867
Hispanic or Latino	Students	729	6,152	2,438,951
	API-G	752	783	744
Native Hawaiian/Pacific Islander	Students	5	28	25,351
	API-G		851	774
White	Students	805	8,209	1,200,127
	API-G	835	865	853
Two or More Races	Students	42	725	125,025
	API-G	854	886	824
Socioeconomically Disadvantaged	Students	603	4,587	2,774,640
	API-G	745	762	743
English Learners	Students	275	2,303	1,482,316
	API-G	692	703	721
Students with Disabilities	Students	191	2,066	527,476
	API-G	594	623	615

### Adequate Yearly Progress

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

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

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

## Admission Requirements for California's Public Universities

### University of California

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

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

### California State University

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

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

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

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	538	4,298	418,598
Black or African American	19	227	28,078
American Indian or Alaska Native	3	14	3,123
Asian	30	306	41,700
Filipino	16	200	12,745
Hispanic or Latino	162	1308	193,516
Native Hawaiian/Pacific Islander	4	20	2,585
White	302	2171	127,801
Two or More Races	2	52	6,790
Socioeconomically Disadvantaged	65	397	31,683
English Learners	66	460	93,297
Students with Disabilities	151	1221	217,915

### Dropout Rate and Graduation Rate

Indicator	2009-10	2010-11	2011-12
<b>Schoolwide</b>			
Dropout Rate (1-year)	3.70	2.70	2.00
Graduation Rate	97.47	95.88	95.50
<b>Districtwide</b>			
Dropout Rate (1-year)	3.30	2.60	2.00
Graduation Rate	97.01	93.85	92.97
<b>Statewide</b>			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

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

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at [cahsee.cde.ca.gov/](http://cahsee.cde.ca.gov/).

### CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Subject	2010-11	2011-12	2012-13
<b>Schoolwide</b>			
English-Language Arts	69	63	58
Mathematics	64	67	66
<b>Districtwide</b>			
English-Language Arts	71	68	68
Mathematics	66	69	69
<b>Statewide</b>			
English-Language Arts	59	56	57
Mathematics	56	58	60

### Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	5	---
Mathematics	4	---
Science	6	---
Social Science	4	---
All courses	21	6.4

\* Where there are student course enrollments.



**California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	32	25	44	31	41	28
All Students at the School	42	24	34	34	42	24
Male	48	25	27	36	41	23
Female	33	23	45	32	42	26
Black or African American	71	18	11	43	50	7
American Indian or Alaska Native						
Asian	25	25	50	8	33	58
Filipino	27	27	45	27	41	32
Hispanic or Latino	56	23	21	42	43	15
Native Hawaiian/Pacific Islander						
White	27	25	48	28	39	33
Two or More Races	55	9	36	50	33	17
Socioeconomically Disadvantaged	63	21	16	50	38	13
English Learners	78	14	7	70	25	5
Students with Disabilities	80	13	7	78	16	6
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	838
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	75.6
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	44.8

**Career Technical Education Programs**

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

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