



# Saugus High School

21900 W. Centurion Way • Saugus, CA 91350 • (661) 297-3900 • Grades 9-12

Bill Bolde, Principal

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## 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) 297-3900.

### **Principal's message**

The Mission Statement of Saugus High School is to "Promote all students' learning to ensure personal growth and future success." This California Distinguished School has a rich tradition that spans almost four decades of service to the community. Our five essential tenets reflect what we aspire to provide for our students – (1) Promote Academic Excellence, (2) Provide Positive Social Development, (3) Foster Athletic Distinction, (4) Create an Appreciation for the Arts, and (5) Support Career Technical Opportunities. Our guiding principle is that schools are for kids and they exist to prepare every student for the world that awaits them after their secondary education is complete. The end result can only be realized through the incredible efforts of a committed staff of educators and support personnel alongside of loyal parents and generous business partners. All work in collaboration to assure that students are given the best opportunities to soar beyond graduation.

We offer programs and classes that help facilitate that preparation, including 39 sections of Advanced Placement classes and an additional 30 sections of honors courses. We are also quite proud to offer a strong AVID program on campus that is preparing students for entry into four-year college environments. Through the partnerships established with more than fifty local businesses and individuals, Saugus High is leading the way in unique educational opportunities such as having the only cultural exchange program in the district (with Gao Xin #1 High School in Xi'an, China), pioneering the pod casting of AP lectures, leadership mentoring, engaging all freshmen students in the S.H.A.R.E. (Stop Hatred and Respect Everyone) program, taking all sophomore students to the Museum of Tolerance, creating Saturday Academies to assist students with academic progress, and forming a Freshman Immersion Day and assigning all 9th grade students a summer reading project (7 Habits of Highly Effective Teens).

In addition to our focus on a rigorous curriculum, Saugus High School boasts outstanding athletic and co-curricular programs. More than half of those enrolled at Saugus are actively participating in one of 20 sports programs or are engaged in one of the many electives designed to foster the creativity of our students (dance, band, color guard, choir, theater arts, journalism, yearbook, literary magazine, Saugus News Network, academic decathlon). Athletically, over the past 10 years, Saugus has captured 8 State championships, 11 Southern Section titles, and 48 league championships. The accolades garnered by the co-curricular programs on campus have similarly filled the trophy cases.

Our Career Technical Opportunities allow students to explore pathways that they might be interested in pursuing after receiving their diploma. Saugus has developed nine specialized career pathways: Automotive Technology, Business Finance, Cabinet-Making and Millwork, Environmental Resources, Health and Medical services, ICT Games and Simulation, ICT Software and Systems Development, Journalism, and Video Production.

Many students at Saugus High School participate in service organizations on campus that have community wide implications. Examples include (but are not limited to) ASB, Key Club, National Honor Society, Varsity Club, and multiple athletic and co-curricular programs. They are often found in the community, assisting many of our local charitable organizations and non-profit programs – Michael Hoefflin Foundation for Pediatric Cancer, the Santa Clarita Valley Boys and Girls Club, SCV Senior Center, SCV Food Pantry, Relay For Life (Cancer), and many others.

It's important for us to foster an educational community in Saugus. Our feeder schools are made up of a two year junior high (Arroyo Seco Jr. High) and seven feeder elementary schools (Emblem Academy, Foster Elementary, Highland Elementary, Mountainview Elementary, Plum Canyon Elementary, Rosedell Elementary, and Santa Clarita Elementary). For the past few years, we have developed and refined a number of outreach opportunities for these "Future Centurions" and their parents to get plugged in to our school. We send teachers, counselors, administrators, and students to each feeder school in the fall. We host a 5th /6th Grade Open House in January (complete with dinner, tours of classrooms, participation in activities, entrance to our basketball game, and a free tee shirt for everyone. Additionally, our Journalism Department publishes an awesome 16 page issue of our school newspaper directed specifically toward the future students and their parents.

There are almost 150 staff members at Saugus High School and each is highly qualified in their subject area and/or employment assignment. They are nurturing and focused on providing the best instructional opportunities possible for all students. We have 87 teachers, 5 administrators, 6 counselors, 1 psychologist, 1 librarian, 16 clerical staff members, 12 custodians and grounds men, 10 Instructional Aides, and 10 Campus Supervisors. Additionally, we have a full time Campus Resource Officer (L.A. County Sheriff's Deputy) stationed on our campus and a part time Career Coach (funded through our local community college – COC).

The motto of Saugus High School reflects the purpose of these staff members and the greater community - "We don't just teach students... We develop people who build better tomorrows."

Bill Bolde, PRINCIPAL

### Opportunities for Parental Involvement

Saugus High School is privileged to showcase an extremely involved parent community. It starts by being a proud PTSA (Parent Teacher Student Association) school. Saugus is one of only two high schools in Santa Clarita with this designation. With its connection to the PTA National Organization, the school reaps benefits beyond the scope of other typical parent support committees. Through the fundraising efforts of the PTSA, the school has gained access to thousands of dollars that have gone toward assisting every teacher on campus, as well as funding between 10 and 15 student scholarships each year. Beyond PTSA, booster clubs for fine arts and athletic programs bring a great deal of support for programs that augment student growth. Saugus has fostered an incredible network of community business leaders who have become highly involved in supporting our school. Six years ago, a strong Alumni Foundation was formed, which has brought great benefits to the campus. Many other parent volunteer programs have been born out of a need and desire to support academics, athletics and co-curricular programs on campus.

| Student Enrollment by Grade Level |                    |
|-----------------------------------|--------------------|
| Grade Level                       | Number of Students |
| Gr. 9                             | 628                |
| Gr. 10                            | 631                |
| Gr. 11                            | 540                |
| Gr. 12                            | 571                |
| <b>Total</b>                      | <b>2,370</b>       |

| Student Enrollment by Group      |                             |
|----------------------------------|-----------------------------|
| Group                            | Percent of Total Enrollment |
| Black or African American        | 2.3                         |
| American Indian or Alaska Native | 0.3                         |
| Asian                            | 4.5                         |
| Filipino                         | 3.4                         |
| Hispanic or Latino               | 25.8                        |
| Native Hawaiian/Pacific Islander | 0.3                         |
| White                            | 61.1                        |
| Two or More Races                | 2.3                         |
| Socioeconomically Disadvantaged  | 14.1                        |
| English Learners                 | 7.4                         |
| Students with Disabilities       | 11.7                        |

### Average Class Size and Class Size Distribution

| Average Class Size |      | Number of Classrooms* |    |    |       |    |    |     |    |    |    |    |  |
|--------------------|------|-----------------------|----|----|-------|----|----|-----|----|----|----|----|--|
|                    |      | 1-20                  |    |    | 21-32 |    |    | 33+ |    |    |    |    |  |
| Year               | 11   | 12                    | 13 | 11 | 12    | 13 | 11 | 12  | 13 | 11 | 12 | 13 |  |
| English            | 32.7 | 29.6                  | 25 | 16 | 17    | 27 | 13 | 14  | 12 | 55 | 42 | 48 |  |
| Math               | 32.3 | 32                    | 30 | 7  | 10    | 15 | 16 | 13  | 19 | 38 | 41 | 40 |  |
| Science            | 32.5 | 33.1                  | 29 | 9  | 4     | 17 | 7  | 16  | 17 | 44 | 34 | 36 |  |
| SS                 | 35   | 31.3                  | 27 | 11 | 4     | 21 | 5  | 15  | 11 | 40 | 27 | 38 |  |

\* 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.

### 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.

Saugus High places an emphasis on the safety and security of our staff and student body. The Safety Committee reviews and revises the school's safety plan on an annual basis. Staff, students, and many volunteer parents participate in the annual California Shakeout exercises and the Emergency Evacuation Drill. These are in the fall of each year. The school also conducts an annual fire drill in the springtime.

Administrators, Campus supervisors, and some counselors and teachers help monitor students on campus before and after school, during nutrition breaks, and at lunchtime. Saugus High School also has a dedicated School Resource Officer (LA County Sheriff Deputy) who assists greatly with supervision, investigations, and overall safety procedures.

All visitors must sign-in at the office and receive proper authorization to be on campus. All visitors are met at the front gate by a campus supervisor who directs them to the receptionist for signing in and obtaining official credentials.

Saugus High's safety plan is communicated to staff (at yearly meetings), students (through video broadcasting on routine basis), and parents (through newsletters, school paper, and PTA meetings).

### 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:** 10/15/2013

Saugus High School was built in 1975 and completed a \$48.1 million construction modernization project in 2007. Just this year, the school completed a \$6 million remodel of our Career Technical Building with new facilities to teach broadcasting, video production, cabinetry and construction, graphic arts and silk screening, and NATF certified auto mechanics.

In the fall of 2008, the community passed a bond that will further the development of educational venues at Saugus High. This will allow us to construct a new 475-seat performing arts center, named the Saugus Forum. This facility has gone through architectural design and design development and is in the DSA (Division of State Architects) stage. There is anticipation that we will break ground in early 2013 with a completion date around summer of 2015.

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner. As of 1/14/13 there are 42 work orders in progress

### Suspensions and Expulsions

| Schoolwide       | 10-11 | 11-12 | 12-13 |
|------------------|-------|-------|-------|
| Suspensions Rate | 6.89  | 7.1   | 8.2   |
| Expulsions Rate  | 0.16  | 0.1   | 0     |
| 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 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><br>Gas Leaks, Mechanical/HVAC, Sewer                          | [X]              | [ ]         | [ ]         |   |
| <b>Interior:</b><br>Interior Surfaces   | [X]              | [ ]         | [ ]         |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation          | [X]              | [ ]         | [ ]         |   |
| <b>Electrical:</b><br>Electrical  | [X]              | [ ]         | [ ]         |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | [ ]              | [X]         | [ ]         |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | [X]              | [ ]         | [ ]         |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | [X]              | [ ]         | [ ]         |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>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            | 82    | 83    | 85    |
| Without Full Credential       | 7     | 3     | 1     |
| Teaching Outside Subject Area | 0     | 0     | 0     |
| 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                                       | 00    | 0     | 4     |
| Total Teacher Misassignments                                       | 1     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 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<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School   | 87.5                                | 12.5                                    |
| Districtwide  |                                     |   |
| 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                              | \$5,083                | \$549      | \$5,434      |                        |
| District                                 | ♦                      | ♦          | \$5,591      | \$69,738               |
| State                                    | ♦                      | ♦          | \$5,537      | \$71,584               |
| Percent Difference: School Site/District |                        |            | -2.8         |                        |
| Percent Difference: School Site/ State   |                        |            | -1.9         |                        |

\* **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**

| <b>Core Curriculum Area</b>  | <b>Textbooks and Instructional Materials/Year of Adoption</b>   |
|--|---|
| <p><b>Reading/Language Arts</b><br/>                     The textbooks listed are from most recent adoption:<br/>                     Percent of students lacking their own assigned textbook: 0%</p>  | <p>Timeless Voinces, Timeless Themes, 2002</p>  |
| <p><b>Mathematics</b><br/>                     The textbooks listed are from most recent adoption:<br/>                     Percent of students lacking their own assigned textbook: 0%</p>            | <p>Algebra, McDougal littell, 2008<br/>                     Geometry, Prentice Hall, 2004<br/>                     Algebra 2, McDougal, 2004<br/>                     Trigonometry, Houghton Mifflin, 2004</p>  |
| <p><b>Science</b><br/>                     The textbooks listed are from most recent adoption:<br/>                     Percent of students lacking their own assigned textbook: 0%</p>                | <p>Biology, Prentice Hall, 2007<br/>                     Chemistry, Prentice Hall, 2008<br/>                     Physics, Holt, 2002</p>  |
| <p><b>History-Social Science</b><br/>                     The textbooks listed are from most recent adoption:<br/>                     Percent of students lacking their own assigned textbook: 0%</p> | <p>World History: The Modern World, Prentice Hall, 2006<br/>                     America: Pathways to the Present, Prentice Hall, 2006<br/>                     Economics: Principles and Practices, Glencoe, 2003<br/>                     Magruder's American Government, Prentice Hall, 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   | 63  | 64    | 66    | 63       | 65    | 65    | 54    | 56    | 55    |
| Math  | 34  | 35    | 36    | 49       | 48    | 47    | 49    | 50    | 50    |
| Science   | 65  | 62    | 66    | 68       | 70    | 71    | 57    | 60    | 59    |
| H-SS  | 59  | 58    | 59    | 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                     | 66  | 36   | 66      | 59   |
| Male  | 62  | 39   | 67      | 64   |
| Female  | 70  | 33   | 66      | 52   |
| Black or African American                     | 63  | 35   | 46      | 48   |
| American Indian or Alaska Native              |   |      |         |      |
| Asian   | 78  | 64   | 71      | 79   |
| Filipino                                      | 93  | 61   | 88      | 74   |
| Hispanic or Latino                            | 57  | 29   | 55      | 49   |
| Native Hawaiian/Pacific Islander              |   |      |         |      |
| White   | 68  | 37   | 71      | 61   |
| Two or More Races                             | 66  | 33   |         |      |
| Socioeconomically Disadvantaged               | 50  | 28   | 49      | 46   |
| English Learners                              | 20  | 14   | 9       | 20   |
| Students with Disabilities                    | 20  | 9    | 24      | 19   |
| 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           | 16.6  | 22.4   | 55.8   |

#### 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                          | 8                 | 0     | 2     |
| Black or African American                           |                   |       |       |
| American Indian or Alaska Native                    |                   |       |       |
| Asian   |                   |       |       |
| Filipino  |                   |       |       |
| Hispanic or Latino                                  | -11               | -1    | 15    |
| Native Hawaiian/Pacific Islander                    |                   |       |       |
| White   | 12                | 1     | 1     |
| Two or More Races                                   |                   |       |       |
| Socioeconomically Disadvantaged                     | -4                | 3     | 0     |
| English Learners                                    | -6                | -49   | -18   |
| Students with Disabilities                          | 18                | 26    | 28    |

### 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  | 8    | 8    | 8    |
| Similar Schools  | 4    | 6    | 7    |

### 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 | 1,706    | 17,898 | 4,655,989 |
|                                  | API-G    | 824      | 841    | 790       |
| Black or African American        | Students | 38       | 687    | 296,463   |
|                                  | API-G    | 813      | 788    | 708       |
| American Indian or Alaska Native | Students | 6        | 37     | 30,394    |
|                                  | API-G    |          | 842    | 743       |
| Asian                            | Students | 70       | 1,252  | 406,527   |
|                                  | API-G    | 898      | 934    | 906       |
| Filipino                         | Students | 59       | 808    | 121,054   |
|                                  | API-G    | 913      | 897    | 867       |
| Hispanic or Latino               | Students | 464      | 6,152  | 2,438,951 |
|                                  | API-G    | 778      | 783    | 744       |
| Native Hawaiian/Pacific Islander | Students | 1        | 28     | 25,351    |
|                                  | API-G    |          | 851    | 774       |
| White                            | Students | 1,023    | 8,209  | 1,200,127 |
|                                  | API-G    | 836      | 865    | 853       |
| Two or More Races                | Students | 45       | 725    | 125,025   |
|                                  | API-G    | 785      | 886    | 824       |
| Socioeconomically Disadvantaged  | Students | 290      | 4,587  | 2,774,640 |
|                                  | API-G    | 756      | 762    | 743       |
| English Learners                 | Students | 106      | 2,303  | 1,482,316 |
|                                  | API-G    | 683      | 703    | 721       |
| Students with Disabilities       | Students | 211      | 2,066  | 527,476   |
|                                  | API-G    | 619      | 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                                      | 535                      | 4,298    | 418,598 |
| Black or African American                         | 11                       | 227      | 28,078  |
| American Indian or Alaska Native                  | 2                        | 14       | 3,123   |
| Asian   | 35                       | 306      | 41,700  |
| Filipino  | 23                       | 200      | 12,745  |
| Hispanic or Latino                                | 123                      | 1308     | 193,516 |
| Native Hawaiian/Pacific Islander                  | 3                        | 20       | 2,585   |
| White   | 337                      | 2171     | 127,801 |
| Two or More Races                                 | 1                        | 52       | 6,790   |
| Socioeconomically Disadvantaged                   | 52                       | 397      | 31,683  |
| English Learners                                  | 28                       | 460      | 93,297  |
| Students with Disabilities                        | 94                       | 1221     | 217,915 |

### Dropout Rate and Graduation Rate

| Indicator             | 2009-10 | 2010-11 | 2011-12 |
|-----------------------|---------|---------|---------|
| <b>Schoolwide</b>     |         |         |         |
| Dropout Rate (1-year) | 1.90    | 1.30    | 0.60    |
| Graduation Rate       | 98.62   | 98.19   | 99.07   |
| <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 | 77      | 71      | 72      |
| Mathematics           | 71      | 77      | 74      |
| <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                  | 7                             | ---                               |
| Social Science           | 4                             | ---                               |
| All courses              | 22                            | 6.7                               |

\* 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                    | 28                    | 27         | 46       | 26             | 45         | 29       |
| Male  | 30                    | 29         | 41       | 22             | 44         | 34       |
| Female  | 25                    | 24         | 51       | 30             | 46         | 24       |
| Black or African American                     | 63                    | 6          | 31       | 53             | 35         | 12       |
| American Indian or Alaska Native              |                       |            |          |                |            |          |
| Asian   | 13                    | 19         | 69       | 13             | 31         | 56       |
| Filipino                                      | 17                    | 17         | 67       | 8              | 48         | 44       |
| Hispanic or Latino                            | 38                    | 26         | 35       | 35             | 43         | 22       |
| Native Hawaiian/Pacific Islander              |                       |            |          |                |            |          |
| White   | 22                    | 29         | 49       | 22             | 46         | 32       |
| Two or More Races                             | 55                    | 18         | 27       |                |            |          |
| Socioeconomically Disadvantaged               | 53                    | 22         | 24       | 48             | 40         | 12       |
| English Learners                              | 85                    | 12         | 4        | 69             | 27         | 4        |
| Students with Disabilities                    | 72                    | 20         | 8        | 71             | 25         | 4        |
| Students Receiving Migrant Education Services |                       |            |          |                |            |          |

| Career Technical Education Participation  |                           |
|---|---------------------------|
| Measure   | CTE Program Participation |
| Number of pupils participating in CTE   | 678                       |
| 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        | 76.9    |
| 2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission | 52.3    |

**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