Executive Summary School Accountability Report Card, 2011–12

For Kenilworth Junior High

Address:	800 Riesling Rd., Petaluma, CA, 94954-2549	**Phone:**	(707) 778-4710
Principal:	Ms. Emily Dunnagan, Principal	**Grade Span:**	7-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Kenilworth Junior High School is one of two junior high schools and seven secondary schools in the Petaluma Joint Union High School District. Students from Kenilworth normally matriculate to Casa Grande High School. Students from six elementary schools representing two districts promote from sixth grade into Kenilworth. Among our students, approximately 11% of our students have individualized education plans (IEPs), 24% are designated as Gifted and Talented Education(GATE), roughly 22% of our students are Title I (Far Below Basic, Below Basic, or Basic on the Standardized Testing and Reporting [STAR] test), and 40% are registered for the National School Lunch Program. 16% of our students are designated as English Learners (EL). Overall enrollment for 2011-12 school year is listed below.

Our school is committed to a team approach of teaching while delivering a student-centered curriculum. Teachers and students are organized into six teams: three at the seventh grade level and three at the eighth grade level. Teachers work together to create interdisciplinary units, projects, and theme days. We are dedicated to continual improvement utilizing a block schedule format and pure teaming strategies, as well as additional school day support programs for Title I, resource specialist program (RSP), and EL students. The use of technology to support academic achievement is one of our highest priorities; every classroom on campus has the ability of having 15 more Internet-connected laptops to use. We have a computer applications classroom as well as a computer lab in our library. Our school also has wireless internet connection throughout the campus. We have 11 SMART boards on campus.

We have received a PEF grant this year which will enable us to purchase ipod touches for our Math Department, We are committed to getting technology into the hands of our students to demonstrate the academic applications available.

Student Enrollment

Group	Enrollment
Number of students	923
Black or African American	1.1%
American Indian or Alaska Native	0.4%
Asian	4.6%

Filipino	1.1%
Hispanic or Latino	36.5%
Native Hawaiian or Pacific Islander	0.0%
White	52.0%
Two or More Races	4.2%
Socioeconomically Disadvantaged	43.7%
English Learners	33.2%
Students with Disabilities	13.7%

Teachers

Indicator	Teachers
Teachers with full credential	48
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	67%
Mathematics	59%
Science	73%
History-Social Science	60%

* Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	829
Statewide Rank (from 2011 Base API Report)	7
Met All 2012 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 16 of 25

2012–13 Program Improvement Status (PI Year)	Not Available

* The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Per the December 2012 Deferred Maintenance walk through, the site facility, overall, was in good condition with the exception of corrective actions as noted in Section IV (below).

Repairs Needed

See Section IV (below).

Corrective Actions Taken or Planned

Cracks in stucco repaired. Install leaf guards. Repaired mat mover in gym.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	LEA Provided
District	LEA Provided
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	NA

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

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., 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.

Internet Access

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 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Kenilworth Junior High	**District Name**	Petaluma Joint Union High
Street	800 Riesling Rd.	**Phone Number**	(707) 778-4795
City, State, Zip	Petaluma, CA, 94954-2549	**Web Site**	www.petalumacityschools.org
Phone Number	(707) 778-4710	**Superintendent**	Steve Bolman
Principal	Ms. Emily Dunnagan, Principal	**E-mail Address**	sbolman@petk12.org
E-mail Address	edunnagan@petk12.org	**CDS Code**	49708626062137

School Description and Mission Statement (School Year 2011–12)

The staff of Kenilworth Junior High School is committed to providing opportunities for all students to be challenged by a rigorous and relevant curriculum. We expect students to strive for their personal best and work to become well-rounded, lifelong learners.
Kenilworth Junior High School will be a school where:
- All students reach high levels of achievement in a diverse, challenging curriculum
- High expectations are maintained of all students in academics and citizenship
- Students learn in a safe, supportive, and structured environment
- Students learn life skills necessary for success
- Students develop respect for the environment
- Students exhibit understanding, tolerance and acceptance of other cultures
- Students use information and ideas effectively
- Parents and guardians contribute to the learning process
- Communication, collaboration and teamwork are valued in the decision- making process.
- Student's physical, social and emotional growth is recognized as being important to their success
- The joy of learning is shared by the school community

Opportunities for Parental Involvement (School Year 2011–12)

On an annual basis, parents can participate in a wide variety of activities on campus. The following is a list of opportunities that are available:
Pledge-a-Thon
Tutoring aides
7th grade parent boot camp
Parent Education nights
Athletic booster
Library volunteer
ELAC (English Learner Advisory Committee)
PTSA (Parent Teacher Student Association)
Field trip
chaperone
Site Council Member
Student variety show
Eighth grade promotion and dance
Baking for dances
Office help
Dance chaperone
Music booster
Lunch Clubs

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	464
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	459	Total Enrollment	923

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	1.1%
American Indian or Alaska Native	0.4%
Asian	4.6%
Filipino	1.1%
Hispanic or Latino	36.5%

Native Hawaiian or Pacific Islander	0.0%
White	52.0%
Two or More Races	4.2%
Socioeconomically Disadvantaged	43.7%
English Learners	33.2%
Students with Disabilities	13.7%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	NA – This is a Secondary School only											
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.4	8	25	3	24.3	21	28	2	24.7	20	24	2
Mathematics	27.0	6	31	1	28.2	7	28	4	27.0	8	32	2
Science	27.2	2	34	0	29.5	1	29	0	29.8	2	26	0

Social Science	27.4	3	29	0	28.9	2	28	0	28.6	3	26	0

* 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 rather than grade level.

III. School Climate

School Safety Plan (School Year 2011–12)

We review the School Safety plan every year. We are committed to the ongoing effort of training our staff in emergency procedures and protocols. A number of our staff have participated in emergency training offered by RESIG. As a school community we practice Fire, Earthquake, and Code Red drills. This fall we participated in the statewide Earthquake drill and opened a number of sections of our EOP sections including student release with parent volunteers. The Site Council reviews the plan which provides opportunities for parent review and input. We also include district and local emergency agencies in our drills to monitor and provide feedback to help make us more effective in ensuring student and staff safety.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	14.8%	11.3%	8.6%	10.2%	8.9%	10.3%
Expulsions	0.6%	0.8%	0.6%	0.7%	0.6%	1.05%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Renovated and replaced lights in gym.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	**Good**	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/ HVAC, Sewer		X			NA
Interior: Interior Surfaces		X			NA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			NA
Electrical: Electrical		X			NA

Restrooms/Fountains: Restrooms, Sinks/ Fountains	■	X			NA
Safety: Fire Safety, Hazardous Materials	■	X			NA
Structural: Structural Damage, Roofs	■	X			NA
External: Playground/School Grounds, Windows/ Doors/Gates/ Fences	■	X			NA
Overall Rating	X			■	

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	53	49	48	302
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	94.085%	5.915%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	NA	NA

Note: 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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	461.5
Counselor (Social/Behavioral or Career Development)	.40	
Library Media Teacher (librarian)	1.0	
Library Media Services Staff (paraprofessional)	0.0	
Psychologist	.70	
Social Worker	0.0	
Nurse	.40	
Speech/Language/Hearing Specialist	.80	
Resource Specialist (non-teaching)	0.0	
Other	.40	

Note: Cells shaded in black do not require data.
* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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: _____

Core Curriculum Area	Textbooks and instructional materials/ year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Glencoe Readers Choice Adopted 2003 Intervention: Sopris West Language! Adopted 2005 Read 180 Adopted in 2010	2002 ELA Adoption for Glencoe	0%
Mathematics	Prentice Hall CA Pre-Algebra © 2009 CPM Algebra Connections © 2006 CPM Geometry Connections © 2007 All adopted 2008-09	Yes	0%
Science	Holt CA Life Science © 2007 Pearson Focus on Physical Science – CA © 2008 All adopted in 2008-09	Yes	0%
History-Social Science	Holt California Social Studies: World History, Medieval to Early Modern Times © 2006 United States History, Independence to 1914 © 2006 All Adopted in 2006-07	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	See Science (above)	NA	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	LEA Provided	LEA Provided	LEA Provided	$57,989.46
District			LEA Provided	$59,725.98
Percent Difference – School Site and District			LEA Provided	LEA Provided
State			$5,455	
Percent Difference – School Site and State			LEA Provided	LEA Provided

Note: Cells shaded in black do not require data.

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* Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at 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: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011–12)

Narrative provided by the LEA.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$38,497.00	$39,972.00
Mid-Range Teacher Salary	$53,537.00	$59,193.00
Highest Teacher Salary	$73,858.00	$78,413.00
Average Principal Salary (Elementary)	$96,632.13	
Average Principal Salary (Middle)	$98,531.00	
Average Principal Salary (High)	$101,371.00	
Superintendent Salary	$163,439.00	

Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

Standardized Testing and Reporting Program

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 in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science 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 http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	65%	67%	67%	62%	64%	65%	52%	54%	56%

Mathematics	59%	58%	59%	44%	45%	44%	48%	50%	51%
Science	71%	66%	73%	65%	67%	68%	54%	57%	60%
History-Social Science	59%	60%	60%	51%	55%	53%	44%	48%	49%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	65%	44%	68%	53%
All Students at the School	67%	59%	73%	60%
Male	66%	60%	78%	67%
Female	68%	57%	70%	54%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	78%	76%	90%	70%
Filipino	0%	0%	0%	0%
Hispanic or Latino	50%	44%	58%	41%
Native Hawaiian or Pacific Islander				
White	77%	69%	83%	75%
Two or More Races	76%	54%	78%	65%
Socioeconomically Disadvantaged	51%	42%	57%	41%
English Learners	17%	19%	31%	9%
Students with Disabilities	41%	26%	26%	10%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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.

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 http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	NA	NA	NA	69%	71%	64%	54%	59%	56%
Mathematics	NA	NA	NA	64%	68%	61%	54%	56%	58%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

| Group | English-Language Arts | | | Mathematics | | |
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	36%	24%	41%	39%	41%	20%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						

Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							

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.

California Physical Fitness Test Results (School Year 2011–12)

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* Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	14.90%	27.80%	31.40%
9	0.00%	0.00%	0.00%

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.

X. Accountability

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 Web page at* http://www.cde.ca.gov/ta/ac/ap/.

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.

API Rank	2009	2010	2011
Statewide	8	7	7
Similar Schools	6	4	4

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-5	13	8
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	-3	25	24
Native Hawaiian or Pacific Islander	N/D	N/D	N/D
White	5	4	17
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	-9	28	26
English Learners	-4	3	12
Students with Disabilities	-51	61	26

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State

								4,664,264	788
All Students at the School									
Black or African American								313,201	710
American Indian or Alaska Native								31,606	742
Asian								404,670	905
Filipino								124,824	869
Hispanic or Latino								2,425,230	740
Native Hawaiian or Pacific Islander								26,563	775
White								1,221,860	853
Two or More Races								88,428	849
Socioeconomically Disadvantaged								2,779,680	737
English Learners								1,530,297	716
Students with Disabilities								530,935	607

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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page at* http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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	NA	Yes

Federal Intervention Program (School Year 2012–13)

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 Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	PI	PI
First Year of Program Improvement	2007	2010-11
Year in Program Improvement	5	3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		23.5%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

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* Web page at 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 Web page at* http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		NA	NA		6.7	4.7		16.6	14.4
Graduation Rate		NA	NA		92.6	90.1		80.5	76.3

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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.

Group	Graduating Class of 2012		
	School	District	State
All Students	N/D	N/D	N/D
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	N/D	N/D	N/D
Native Hawaiian or Pacific Islander	N/D	N/D	N/D
White	N/D	N/D	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	N/D	N/D	N/D
English Learners	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

NA

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	NA
Percent of pupils completing a CTE program and earning a high school diploma	NA
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

Courses for University of California and/or California State University Admission

UC/ CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	3.2%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	NA	
English	NA	
Fine and Performing Arts	NA	
Foreign Language	NA	
Mathematics	NA	
Science	NA	
Social Science	NA	
All courses	NA	NA

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Due to budgetary constraints, professional development days were not provided during the 2011-12 school year.