

School Facilities

Summary of Most Recent Site Inspection

The most recent site inspection of La Cañada High School found that the school facility is in good repair. There is a work order system in place that identifies repairs needed at the site and all work orders are responded to and completed in a timely manner by the district maintenance staff.

Repairs Needed

None

Corrective Actions Taken or Planned

NA

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5265
District	\$5184
State	\$4943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	83%
Math	68%
Science	80%
History-Social Science	70%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	895
Statewide Rank (from 2007 API Base Report)	10

School Completion

Indicator	Result
Graduation Rate	100%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	100
Graduates Who Completed All Courses Required for University of California or California State University Admission	78.4

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	La Canada High	District Name	La Canada Unified
Street	4463 Oak Grove Dr.	Phone Number	(818) 952-8300
City, State, Zip	La Canada , CA 91011-3738	Web Site	www.lcusd.net
Phone Number	(818) 952-4200	Superintendent	James Stratton
7/8 Principal	Wendy Sinnette	E-mail Address	jstratton@lcsd.net
E-mail Address	wsinnette@lcsd.net	CDS Code	19-64659-1934611
9-12 Principal	Damon Dragos		
E-mail Address	ddragos@lcsd.net		

School Description and Mission Statement

This section provides information about the school's goals and programs.

La Cañada High School, located in La Cañada, California, consists of grades 7 through 12, and is the lone high school in the La Cañada Unified School District. New residents to La Cañada continually state that what attracted them to the community was its schools. An incorporated city of approximately 24,000 citizens, La Cañada is a residential community located in the greater Los Angeles area. Because of its family orientation, La Cañada High School is now seeing many second generation students. Parents of La Cañada High School students are interested and involved in their children's education. Along with a non-profit foundation that raises over \$1,200,000 annually to help finance district educational needs, La Cañada High School is supported by a wide range of parent and community organizations including: Spartan Boosters, PTA/PTSA, Music Parents, Drama Parents, Art and Choral support groups.

It is the mission of La Cañada High School, through the coordinated efforts of its faculty, staff and community, to provide programs so that, upon graduation, all students will be inspired and able to use their developed skills to become leaders in service to society.

The School-wide learning goals address the areas of :

- Character and Citizenship
- Communication
- Critical Thinking
- Life-Long Learning and
- Technology

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

There are many venues for parents to be involved including the many support groups including the Spartan Boosters, Music Parents, Choral Parents, Drama Parents, Friends of Art, PTA (7/8), PTSA (9-12) and many informal volunteer opportunities working in the Information Resource Center (IRC) and textbook room just to name a few.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 7	314
Grade 8	354
Grade 9	382
Grade 10	383
Grade 11	399
Grade 12	398
Total Enrollment	2230

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.27 %	White (not Hispanic)	59.64 %
American Indian or Alaska Native	0.18 %	Multiple or No Response	11.08 %
Asian	25.38 %	Socioeconomically Disadvantaged	1 %
Filipino	0.27 %	English Learners	2 %
Hispanic or Latino	3.14 %	Students with Disabilities	7 %
Pacific Islander	0.04 %		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	31.2	6	23	39	31.5	3	31	37	28.8	22	24	31
Mathematics	31.8	6	20	40	30.8	5	29	32	27.0	28	18	27
Science	34.4	1	10	52	33.0	1	17	45	33.3	1	19	42
Social Science	33.5	2	21	40	32.9	2	22	40	32.5	4	17	42

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The school safety plan is revised and updated annually and is approved by School Site Council after recommendations and suggestions are addressed. The safety plan is designed to enable students, staff members and parents to respond appropriately in case of an emergency situation or disaster. The safety plan includes the identification of appropriate strategies to maintain a high level of security and procedures for compliance with existing school safety laws. School personnel works with PTSA to provide supplies (medical supplies, food, water) needed during an emergency. The supplies are stored in the disaster trailer on campus. Each year the Los Angeles County Fire Department inspects the campus to ensure that the safety equipment is functioning properly. La Canada Unified School District's Maintenance department and the site's custodial staff work to provide a clean, safe and functional campus for students, staff and school community.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	5.2	2.7	4.5	3.4	2.2	3.2
Expulsions	0.1	0.1	0.0	0.1	0.1	0.0

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

LCCHS maintains four computer labs; individual departments also have computers and printers available for both teacher and student use. The 7/8 building, which opened in 1998, provides four computers in each of 15 classrooms. The Information Resource Center is equipped with a full computer lab and two smaller studios which provide access to many online services. A practical arts wing was finished in the 2002-03 school year servicing art, ceramics, woods, and media arts. Four 7-8 (state of the art) science labs were completed in February of the 2003-04 school year. Restroom facilities in the A, B and C buildings have been updated to the high standards of the community. A new choral facility was opened in the Spring of 2006. This past year the instrumental music and culinary arts rooms were modernized. The process of modernization is on-going for the balance of the campus. Significant funds have been spent as a result of passage of general obligation bonds to renovate and modernize facilities that are 30 to 40 years old.

La Cañada High School provides a safe, clean environment for learning. The high school facility has many special purpose classrooms including art, music, science, drama, and a full service auditorium. Extensive athletic facilities include a football stadium, tennis courts, two baseball fields, two softball fields, two gymnasiums and pool facilities. Classrooms are equipped with chalkboards/white boards, desks, file cabinets and some storage space. The district has a maintenance crew that responds to work orders within prescribed time limits dependent on the priority. The campus has one full-time day custodian and six full-time night custodians who are responsible for cleaning classrooms and all other facilities after the school day. They also help keep the campus free of litter. The district has assigned gardeners to the high school who are responsible for upkeep of the grounds. The athletic fields are part of a joint use agreement with the city. The city is responsible for the care and maintenance of the baseball and softball fields at La Cañada High School. The Campus Pride organization (parent group) also has workdays for planting and beautification of the campus. An on-campus kitchen staff/facility allows us to serve hot meals on a daily basis to students and staff.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Good			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	81	89	86	179
Without Full Credential	1	1	1	3
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	8
Total Teacher Misassignments	0	0	8
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	98.3	1.7
All Schools in District	98.1	1.9
Low-Poverty Schools in District	98.1	1.9

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8.0	278
Health Clerk	1.0	N/A
Librarian	1.0	N/A
Psychologist	1.5	N/A
Speech/Language/Hearing Specialist	0.6	N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	
Reading/Language Arts	McDougal Littell, 2002; McDougal Littell, 2001 Grades 9-12 adoption approved by Governing Board and certified as aligned with state curriculum standards	0	
Mathematics	7 th Prentice Hall, 2001; 8 th McDougal Littell, 2000; Grades 9-12 adoption approved by Governing Board and certified as aligned with state curriculum standards	0	
Science	7/8 Prentice Hall, 2008 Grades 9-12 adoption approved by Governing Board and certified as aligned with state curriculum standards	0	
	Biology:		Prentice Hall, 2002
	Biology Honors:		Biological Science-BSCS Glencoe McGraw-Hill, 2001
	AP Biology:		Curtis Barnes Biology, Worth, 1989
	Chemistry:		Visualizing Matter, Holt Rinehart Winston, 2000
	Chemistry Honors:		Chemistry: Connections to Our Changing World, Prentice Hall, 2002
	AP Chemistry:		Zumdahl Chemistry, Houghton Mifflin, 1997
	Geology:		Earth Science, McDougal Littell, 2003
	Environmental Science:		Living in the Environment: Brooks/Cole-Thomson, 2007
	Physics:		Hewitt Conceptual Physics: The High School Program, Prentice Hall, 2002
	Honors Physics:		Conceptual Physics, 8 th Ed., Addison-Wesley, 1998
AP Physics:	University Physics, 11 th Ed., Pearson Addison Wesley, 2004		
History-Social Science	7/8 Houghton Mifflin, Holt Rinehart, Winston & McGraw-Hill, 2006 Grades 9-12 adoption approved by Governing Board and certified as aligned with state curriculum standards	0	
Foreign Language	Spanish:	Buen Viaje Levels 1-4 Glencoe McGraw/Hill, 2004	0
	AP Spanish:	Conversaciones Y Repaso Henle/Thompson, 2001	
	French:	Bon Voyage Levels 1-3 Glencoe McGraw/Hill, 2004	
	German:	Komm Mit Levels 1-3 Holt Rinehart Winston, 2003	
	Korean:	Integrated Korean Beginning. 1-2 Intermediate 3-4 Univ. of Hawaii Press, 2001	
Health	Prentice Hall Health: Skills for Wellness, 2001	0	
Science Laboratory Equipment (grades 9-12)	Each science lab classroom has access to a full set of contemporary lab equipment related to the courses taught in the particular setting. In addition to the traditional equipment (beakers, burners, scales, ring stands, springs, weights, rock	0	

	samples, etc) science classrooms have access to the two portable laptop labs that can be brought into the room and extend learning. The laptops allow for use of the Internet, capture of lab results electronically in print and through the use of the included digital cameras, and use of electronic USB probe devices to measure science concepts including force, density and electromagnetism.	
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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7605	\$2340	\$5265	\$72496
District	N/A	N/A	\$5184	\$68829
State	N/A	N/A	\$4943	\$56613

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

State and federal categorical monies fund many supplemental programs, services and materials for the general education and special population students. Some of these programs are English language development, gifted and talented education, tobacco prevention education, safe and drug free schools, and career/technical education. These extra funding sources help pay for additional teacher training, instructional aides in the classroom, counselors, guest speakers, computer software and instructional materials beyond the contributions from the general fund.

La Cañada Unified School District is fortunate to have active parents and community who contribute generously to the schools. The Education Foundation contributes over \$1,200,000 annually to the district. Some of these funds are used to reduce class size, provide the services of a college counselor and pay for added technology throughout the campus. There are many parent/community organizations such as the PTA, Assistance League of Flintridge, Spartan Boosters Club, Friends of Drama, Choral Parents Association, Music Parents Association who also contribute time, energy and money to specific programs.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39676	\$36572
Mid-Range Teacher Salary	\$62264	\$55815
Highest Teacher Salary	\$75890	\$70985
Average Principal Salary (Elementary)	\$96393	\$86995
Average Principal Salary (Middle)	\$97878	\$90820
Average Principal Salary (High)	\$107455	\$96447
Superintendent Salary	\$150000	\$128495
Percent of Budget for Teacher Salaries	40.54 %	39.34 %
Percent of Budget for Administrative Salaries	4.48 %	5.83 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	81	82	83	83	84	85	40	42	43
Mathematics	68	68	68	78	78	78	38	40	40
Science	67	81	80	71	82	82	27	35	38
History-Social Science	73	70	70	72	70	70	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Asian	84	78	78	73
Hispanic or Latino	63	51	60	49
White (not Hispanic)	84	65	82	71
Male	79	68	80	69
Female	87	69	80	72
English Learners	30	62	39	11
Students with Disabilities	35	30	45	26

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	90	87	87	85	82	84	41	42	42
Mathematics	92	91	92	91	90	92	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
Asian	86	97
White (not Hispanic)	88	91
Male	88	95
Female	86	90
English Learners	33	92
Students with Disabilities	62	62

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	91.5	91.3	49	89.1	88.6	51.1	91.5	91.1	48.6
Mathematics	89.3	89.1	45.2	88.5	88.1	46.8	90.8	90.3	49.9

CAHSEE Results by Student Group – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	8.5	19	72.5	9.2	36.9	53.8
Male	11.5	24.6	63.9	7.6	34.2	58.2
Female	5.6	13.8	80.5	10.8	39.5	49.7
African American	0	0	100	0	0	100
Asian	10.7	17.5	71.8	4.9	24.3	70.9
Filipino	25	0	75	25	75	0
Hispanic or Latino	45.5	27.3	27.3	36.4	54.5	9.1
White (not Hispanic)	5.6	20	74.4	10	40.2	49.8
English Learners	36.4	31.8	31.8	13.6	45.5	40.9
Students with Disabilities	68.7	31.2	0	68.7	31.2	0

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
7	64.1
9	64.0

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2003-04	2004-05	2005-06
Statewide	10	10	10
Similar Schools	9	9	9

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	10	5	-3	895
Asian	3	11	-6	915
White (not Hispanic)	15	3	-1	893
Students with Disabilities	N/A	21	-8	681

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0.3	0.0	0.0	0.3	0.0	0.0	3.3	3.1	3.5
Graduation Rate	98.9	100.0	100.0	98.9	100.0	100.0	85.3	84.9	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007	
	School	
All Students	99%	
Asian	99%	
Hispanic or Latino	99%	
White (not Hispanic)	100%	
English Learners	99%	
Students with Disabilities	88%	

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	93
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	62.2
Graduates Who Completed All Courses Required for UC/CSU Admission	72.1

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled (grades 10-12) in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	2	34.4%
Foreign Language	1	1.8%
Mathematics	3	11.8%
Science	4	17.1%
Social Science	3	35.3%
All courses	13	100.4%

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test	91.4	93.5	90.7
Average Verbal Score	582	582	581
Average Math Score	625	617	606
Average Writing Score	N/A	586	584

XI. Instructional Planning and Scheduling

Professional Development

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

In addition to orientations for new staff and year-long programs in both BTSA and PAR, the district has a two-pronged program for professional staff development. In-service, day-long workshops are created in response to needs as evaluated by test results and by instructional goals as identified through school site councils and the district-wide curriculum council. Surveys are created to receive feedback from these in-services and as a way to direct future professional development offerings. In addition to the 12 ½ mandatory professional hours earned through these in-services, staff may participate in an optional menu. Some 20 opportunities related to instructional strategies are offered from January to April. Those who earn a total of 6 hours and 15 minutes of enrichment receive appropriate compensation. The district website also contains quarterly postings of upcoming regional conferences and workshops.