

Dos Pueblos High School School Accountability Report Card Reported for School Year 2010-11

Published During 2011-12

Dos Pueblos High School

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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.

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

About This School

School Description and Mission Statement (School Year 2010-11)

One of three comprehensive high schools in the Santa Barbara High School District, Dos Pueblos High School (DPHS) was established in 1967. Dos Pueblos is located in the City of Goleta, a dynamic city with a strong and growing technology industry. Incorporated in 2002, Goleta is located nine miles west of Santa Barbara between the Los Padres National Forest and the Pacific Ocean. The city's population is approximately 33,000. DPHS serves approximately 2,300 students in grades 9-12. The school's attendance boundary includes approximately two-thirds of Goleta as well as the community of Isla Vista, an unincorporated area of Santa Barbara County that serves as the University of California, Santa Barbara's residential neighborhood. DPHS has become the school of choice for many parents living outside the designated district attendance boundary. Approximately 600 students from the entire metropolitan Santa Barbara area, encompassing Carpinteria to Lompoc, elect to attend Dos Pueblos High School while just 150 students within the school's attendance boundaries choose to attend another high school.

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Education is highly regarded in the community, and Dos Pueblos High School is highly regarded for its academic programs. A comprehensive package of Advanced Placement, International Baccalaureate, English learner, Regional Occupational Program, Gifted and Talented Education (GATE), and special education courses serve the needs of a diverse student body. DPHS completed the Western Association of Schools and Colleges self-study process during the 2009-10 school year and received a six-year accreditation. In 1988 and 1999, Dos Pueblos was named a California Secondary Distinguished School and in 2000 received the highest recognition as a National Blue Ribbon School. For these reasons, it is no surprise that there is tremendous parental support for Dos Pueblos' academic programs.

Another measure of the support for education from the community came in March 2000 when voters residing inside the Santa Barbara Secondary School District boundaries approved Measure V, a \$67 million general obligation bond. This bond was intended for the express purpose of making capital improvements at secondary school sites. At Dos Pueblos, projects included: a new auditorium, a new football stadium, a new pool, full compliance with the Americans with Disabilities Act, a new phone system, extensive plumbing and ventilation renovations, new windows, and additional projects pursuant to a detailed needs assessment performed by the school district.

The school's mission is to, in partnership with parents and community, provide professional instruction and guidance so that students will:

- attain academic excellence;
- take responsibility for their own learning and development;
- understand and respect diversity;
- balance individual interests and civic responsibilities; and
- participate effectively in an increasingly technological society.

All human and material resources at Dos Pueblos High School are dedicated to these purposes.

Opportunities for Parental Involvement (School Year 2010-11)

There are many opportunities for parents to get involved with Dos Pueblos High School. The school enjoys tremendous parental support. Among the parent organizations which support students are:

Parent Teacher Student Association: Dos Pueblos High School's PTSA is an active partner in building strong communications between home and school by sending out an electronic newsletter, providing volunteers, supporting school activities, and raising money for classroom enrichment.

Booster Clubs: Parents are significant leaders on specific schoolwide committees. These include: Beautify DP, Instrumental Music Boosters, Theater Arts Boosters, and Choral Music Boosters. Parents of student-athletes have the opportunity to participate in our athletic booster organization called Dos Pueblos High School Charger Associates.

School Site Council: Dos Pueblos High School's School Site Council, made up of student, parent and staff representatives, meets monthly to assist in the development, evaluation, and financial support of instructional programs. Site Council sets instructional priorities and oversees spending of the school's categorical program funding.

English Language Acquisition Committee: ELAC, made up of student, parent, and staff representatives meets monthly to assist in directing communication and information to parents of English Learners. ELAC also serves in an advisory capacity to the School Site Council.

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Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	553
Grade 10	613
Grade 11	559
Grade 12	572
Total Enrollment	2,297

Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	1.7%
American Indian or Alaska Native	0.5%
Asian	7.2%
Filipino	0.9%
Hispanic or Latino	37.0%
Native Hawaiian/Pacific Islander	0.2%
White	48.9%
Two or More Races	2.8%
Socioeconomically Disadvantaged	24.2%
English Learners	20.7%
Students with Disabilities	11.8%

Average Class Size and Class Size Distribution

Subject	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+
English	26.2	36	13	30	26.4	19	43	22
Mathematics	29.2	10	28	32	26.8	21	33	24
Science	32.6	0	16	27	30.1	6	10	26
Social Science	33.5	0	8	26	30.4	7	2	32

School Climate

School Safety Plan (School Year 2010-11)

Date of Last Review/Update: March 2011

Date Last Discussed with Staff: March 2011

There is a site emergency plan at Dos Pueblos High School. Earthquake, fire, and lock-down drills are held on a regular basis. A full-scale mock disaster drill is also conducted each year with law enforcement and fire department staff on hand to assist. The administration, health clerk, campus safety assistants, custodians, grounds crew and the front office staff are equipped with two-way radios for immediate communication in case of an incident. The administration also has access to two-way, direct-connect cell phones to expedite communication with the district office in case of an emergency.

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Key elements of the school safety plan include:

- emergency phone numbers
- operations/organization list
- first aid
- fire drills
- earthquake
- bomb threat
- fallen aircraft
- flood/mudslides/tidal waves
- severe winds/tornado watch
- chemical accidents/toxic fumes
- safe routes to school
- drugs and alcohol
- harassment
- sexual harassment
- hate crimes

A deputy sheriff is assigned as a school resource officer and maintains a daily presence on campus. In addition, four campus safety assistants are employed to help ensure campus safety.

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	4.9	7.7	6.9	7.1	8.6	7.4
Expulsions	0.1	0.1	0.1	0.4	0.4	0.4

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

School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

Dos Pueblos High School endeavors always to provide a safe, orderly, and nurturing learning environment for staff and students. A major component of such an environment is well-maintained, clean, safe, fully-functioning school facilities.

There are 83 permanent classrooms and 13 portable classrooms at DPHS. Two of the portable classrooms are leased by the Santa Barbara County Education Office for a severely handicapped educational program. One other portable classroom is used by the La Cuesta Continuation High School program. Each classroom has a telephone, television, VCR or DVD player, and computer with internet access. Over 60 percent of the classrooms have additional computers for student use, dependent upon the instructional needs.

A crew of ten custodians provides for clean classrooms and restrooms. Two groundskeepers are responsible for landscape maintenance for the entire campus. The head custodian has created a comprehensive cleaning program, including ongoing minor maintenance for all facilities. All restrooms are in working order.

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As a result of the Measure V bond passed in 2000, facilities at DPHS have undergone dramatic changes. Infrastructure improvements and upgrades, including a new water main; student parking lot; campus phone system; stadium lighting and public address system; and Americans with Disabilities Act compliance for access and ramping, are already completed. Additional projects recently completed include: plumbing and power upgrades; a new, Olympic-sized pool; a new, state-of-the-art performing arts center; an expanded football stadium, and the construction and opening of a new wing dedicated to the Engineering Academy. Future planned facilities improvements include heating, air conditioning, and ventilation systems upgrades as well as an upgraded staff/visitor parking lot.

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems			√	Rooftop multizone HVAC units in poor condition. Hydroponic heating system in gym in poor condition.
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)		√		Main gym missing some ceiling tiles.
Hazardous Materials (interior and exterior)				
Structural Damage		√		Asphalt roads need attention.
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			
Roofs	√			
Overall Cleanliness	√			
Inspection Date: June 2009.				

Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	96	96	102	446
Without Full Credential	3	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	4	4	0	15

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Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	96	96	102
Total Teacher Misassignments	3	0	1
Vacant Teacher Positions	4	4	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 2010-11)

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* Web page at:

<http://www.cde.ca.gov/nclb/sr/tq/>

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	99.18%	0.82%
All Schools in District	99.20%	0.80%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	98.16%	1.84%

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.

Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	383
Library Media Teacher (librarian)	1.0	---
Psychologist	2.0	---
Health Assistant	1.0	---
Speech/Language/Hearing Specialist	0.6	---
Youth Service Specialist	1.0	---

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.

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Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.

Quality, Currency, and Availability of Textbooks and Instructional Materials	Year Adopted by the Local Board of Education
All textbooks are aligned with state standards. Sufficient textbooks and science laboratory equipment are available for all students. Data collected in October 2010.	
Reading/Language Arts	
Holt, Rinehart and Winston: <i>Holt Literature and Language Arts, Third Course, Fourth Course, Fifth Course, and Sixth Course 2003</i>	2003
Scholastic Inc.: <i>Scholastic Read 180 California Enterprise Edition, 2009</i>	2009
Pearson Longman: <i>Literature: An Introduction to Fiction, Poetry, and Drama</i>	Date not available
Thomson/Wadsworth: <i>Reading for Writers, 12th Edition</i> W.W. Norton & Co: <i>The Norton Reader, 11th Edition</i>	2007
Bedford/St. Martin's: <i>Language of Composition, 2008</i>	Date not available
Mathematics	
Holt, Rinehart, Winston: <i>Algebra 1, Algebra 2 and Geometry: California Edition, 2008</i>	2008
Brooks/Cole/Thomson Learning: <i>Trigonometry</i>	2002
Brooks/Cole: <i>Pre-calculus: Mathematics for Calculus, 2007</i>	2008
McDougal: <i>Algebra 2 (Algebra5)</i>	2002
W. H. Freeman: <i>The Basic Practice of Statistics, 2004</i>	2006
Haese and Harris Publication: <i>Mathematics for the International Student (IB), 2005</i>	2006
Brooks/Cole/Cengage Learning: <i>Calculus</i>	Date not available
Prentice Hall: <i>Elementary Statistics</i>	2002
Science	
Holt: <i>Biology, 2007</i>	2007
Pearson Education: <i>Biology, 2007</i>	2007
<i>IB Biology</i>	Date not available
Holt Rinehart & Winston: <i>Modern Chemistry, 2006</i>	2007
Houghton/Mifflin: <i>AP Chemistry 7th Edition</i>	2007
Holt Rinehart & Winston: <i>Holt Physics CA 2007</i>	2007
Pearson/Prentice Hall: <i>Conceptual Physics, 2006</i>	2007
<i>AP College Physics, Enhanced, 7th ed.</i>	2007
Glencoe: <i>Environmental Science</i>	Date not available
Skylight Publishing: <i>AP Java Methods</i>	Date not available
History-Social Science	
McDougal Littell: <i>Modern World History: Patterns of Interaction, 2006</i>	2006
McDougal Littell: <i>The Americans, 1999</i>	2006
McDougal Littell: <i>Economics: Concepts & Choices, 2008</i>	2007
McGraw-Hill: <i>Economics, 2005</i>	1996
Pearson Education: <i>Magruder's American Government, 2006</i>	2006
Houghton Mifflin: <i>American Government, 2006</i>	Date not available
McGraw-Hill/Glencoe: <i>Traditions and Encounters 3rd ed., 2005</i>	2002

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Houghton Mifflin Co: <i>The American Pageant, 1998</i>	1991
Prentice Hall: <i>Majority-Minority Relations, 1999</i>	2003
Allyn & Bacon: <i>Social Problems, 2003</i>	2003
Foreign Language	
McDougal Litell: <i>Buen Viaje (1,2,3) 2004</i>	2003
Glencoe: <i>Discovering French: Nouveau! Rouge, Blanc, Bleu, 2003</i>	2003
Cambridge University Press: <i>Cambridge Latin Course (1, 2, 3, 4), 2000-2003</i>	2003
AP Spanish: Glencoe/McGraw Hill: <i>Galeria de arte ye vida; 2004;</i>	2003
IB Program: Prentice Hall: <i>Spanish Composition Through Literatura, 2001</i>	2003
IB Program: D.C. Heath: <i>Graded Spanish Reader: primera, secunda</i>	1992
AP French: Heinle: <i>En bonne Forme, 2000</i>	2004
AP Latin: Longman Publishing: <i>Catullus for the AP Student</i>	Date not available
Glencoe/McGraw Hill: <i>El Espanol para Nosotros, curso para hispano hablantes, 1 & 2, 2006</i>	Date not available
Health	
Holt Rinehart and Winston: <i>Holt Lifetime Health, 2004</i>	2005
Visual and Performing Arts	
No textbooks used	--

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,828	\$3,047	\$4,780	\$65,734
District			\$5,719	\$65,217
Percent Difference Between School Site and District			-16%	+1%
State			\$5,455	\$70,570
Percent Difference Between School Site and State			-12%	-7%

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 2010-11)

The Santa Barbara Unified School District is funded using the state's revenue limit funding formulas. Dos Pueblos High School also receives additional funding through various state and federal categorical programs. The principal, in conjunction with the district's accounting and personnel departments, oversee the general funds for school expenses, including employee salaries and benefits, utilities, operating supplies, and the like. The School Site Council oversees categorical funds. All expenditures are approved by the Site Council as detailed in the council's Single Plan for Student Achievement. The following categorical programs fall under the jurisdiction of the School Site Council:

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- SIP/Library Improvement (part of AB825);
- Title I, Part A, Basic Grant;
- Title II, Part A, Teacher and Principal Training and Recruiting;
- Economic Impact Aid/English Learner Programs (EIA/LEP); and
- Title III, Language Instruction for Limited English Proficient Students.

Other school funding sources include:

- Instructional Material Fund (IMF) for textbooks and library books;
- Carl Perkins Grant funds for industrial technology;
- Gifted and Talented Education (GATE) funds to support gifted students.

All funds allocated to the school go to supporting school programs and services in the form of additional staffing, supplies and materials, and operating expenses.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,986	41,035
Mid-Range Teacher Salary	67,910	65,412
Highest Teacher Salary	79,853	84,837
Average Principal Salary (Elementary)	110,532	106,217
Average Principal Salary (Middle)	118,325	111,763
Average Principal Salary (High)	123,822	121,538
Superintendent Salary	204,400	197,275
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	4.7%	5%

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

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.

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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

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	63%	66%	69%	58%	62%	64%	49%	52%	54%
Mathematics	33%	40%	41%	40%	43%	46%	46%	48%	50%
Science	52%	57%	61%	60%	61%	63%	50%	54%	57%
History-Social Science	56%	59%	58%	52%	55%	56%	41%	44%	48%

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

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
All Students in the LEA	64%	46%	63%	56%
All Students at the School	69%	41%	61%	58%
Male	64%	39%	58%	59%
Female	73%	42%	64%	58%
Black or African American	59%	26%	69%	54%
Asian	86%	63%	68%	77%
Filipino	64%	46%		
Hispanic or Latino	45%	22%	36%	32%
White	84%	51%	76%	74%
Two or More Races	88%	59%	65%	63%
Socioeconomically Disadvantaged	39%	19%	33%	28%
English Learners	12%	10%	8%	9%
Students with Disabilities	16%	14%	20%	16%

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 (CAHSEE)

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 Adequate Yearly Progress (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/>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	71%	69%	78%	62%	64%	70%	52%	54%	59%
Mathematics	74%	72%	70%	65%	65%	65%	53%	54%	56%

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 Groups – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	30%	22%	48%	35%	33%	33%
All Students at the School	22%	21%	57%	30%	33%	37%
Male	26%	26%	48%	31%	34%	36%
Female	18%	17%	65%	29%	32%	39%
Black or African American	27%	20%	53%	33%	33%	33%
Asian	6%	27%	67%	12%	27%	61%
Hispanic or Latino	47%	26%	28%	54%	32%	14%
White	7%	18%	74%	17%	34%	49%
Two or More Races	7%	13%	80%	13%	27%	60%
Socioeconomically Disadvantaged	52%	20%	29%	57%	29%	14%
English Learners	79%	16%	5%	80%	18%	2%
Students with Disabilities	76%	13%	11%	81%	17%	2%

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 2010-11)

The California Physical Fitness Test 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 levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.10%	25.60%	44.60%

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.

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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. 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 10 schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	8	8
Similar Schools	5	6	6

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

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	11	18	4
Asian	0	28	-4
Hispanic or Latino	15	32	-6
White	10	11	20
Socioeconomically Disadvantaged	1	24	-2
English Learners	9	9	-17
Students with Disabilities	54	-55	-15

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 – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
All Students at the School	1,656	820	7,543	808	4,683,676	778
Black or African American	34	753	119	742	317,856	696
American Indian or Alaska Native	10		44	832	33,774	733
Asian	116	915	298	926	398,869	898

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Filipino	14	893	41	877	123,245	859
Hispanic or Latino	635	705	3,845	722	2,406,749	729
Native Hawaiian or Pacific Islander	3		6		26,953	764
White	780	889	2,971	898	1,258,831	845
Two or More Races	57	911	188	925	76,766	836
Socioeconomically Disadvantaged	409	676	2,826	701	2,731,843	726
English Learners	343	635	2,304	674	1,521,844	707
Students with Disabilities	185	505	933	555	521,815	595

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 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)

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 2010-11)

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	Yes	No

Federal Intervention Program (School Year 2011-12)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2010-2011	2011-2012
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement	6	
Percent of Schools Currently in Program Improvement	54.5%	

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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 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>

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses 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 California State University Web page at <http://www.calstate.edu/admission/admission.shtml>

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	1.2	1.3	2.6	3.0	2.5	2.6	4.9	5.7	4.6
Graduation Rate	96.45	97.86	92.86	88.12	92.66	89.65	80.21	78.59	80.44

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 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 2011		
	School	District	State
All Students	96%	88%	N/D
Black or African American	---	100%	N/D
American Indian or Alaska Native	---	100%	N/D
Asian	98%	100%	N/D
Filipino	---	100%	N/D
Hispanic or Latino	92%	78%	N/D
White	100%	95%	N/D
Socioeconomically Disadvantaged	100%	87%	N/D
English Learners	76%	57%	N/D
Students with Disabilities	3%	1%	N/D

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

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Career Technical Education Programs (School Year 2010-11)

Arts, Media and Entertainment

- Digital Arts and Design 1
- Digital Arts and Design 2
- Fine Art Photography 1
- Newswriting 1
- Computer Graphics 1
- Computer Graphics 2
- Media Art/Tech
- Yearbook
- Video Production (Regional Occupational Program)

Engineering and Design

- Computer Science
- Advanced Engineering Physics
- Physics B AP
- Physics I IE P
- Computer Science AP
- First Robot (Regional Occupational Program)

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	487
Percent of pupils completing a CTE program and earning a high school diploma	11%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	72.9%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	56.3%

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	1	
English	9	
Fine and Performing Arts	1	
Foreign Language	2	
Mathematics	1	
Science	8	
Social Science	14	
All courses	36	8.5%

Instructional Planning and Scheduling

Professional Development

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.