

La Cuesta Continuation High School

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

La Cuesta Continuation 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)

La Cuesta Continuation High School provides a supportive academic learning environment that assists students in completing their high school education by offering academic programs and options designed to meet individualized learning needs. With a focus on college as a possibility for all students, the goal is for students to be able to obtain a high school diploma, prepare for high school equivalency tests, and/or return to a traditional high school setting. La Cuesta staff strives to motivate and assist students to improve their academic skills, attendance, social, cultural and community involvement. The expected outcome is for students to obtain academic achievement, be productive, contributing members of society, and enhance individual self-worth through meeting with success in school and the community.

La Cuesta is an alternative education program accredited by the Western Association of Schools and Colleges and offering a variety of instructional options to meet the educational needs of students. Small classes allow

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interaction and exchange of ideas between students and teachers, and among students themselves. In addition to cooperative and collaborative classroom activities, each student's individual educational needs are recognized and incorporated into the structured school day.

Continuation students have unique needs, but they also have the desire for the realization of individual goals, effective human relationships, economic independence, and successful citizenship.

Securing a diploma gives students a sense of accomplishment and opens doors to employment and a future that is productive and fulfilling. Upon completing all district graduation requirements, students graduate from La Cuesta with a Santa Barbara High School District diploma that is the same as those received by students in the district who graduate from a traditional high school.

La Cuesta is located at 710 Santa Barbara Street and is structured to provide all students with the opportunity to:

- achieve academic excellence with a focus on an academic foundation that prepares students for college level work;
- understand and respect individual and cultural diversity;
- balance individual interests and civic responsibilities;
- participate effectively in our democratic society;
- participate in an increasingly technological society;
- develop strong moral and ethical values;
- develop and maintain confidence and a sense of self-worth;
- take responsibility for their own learning and development, and become life-long learners.

School Vision

The mission of La Cuesta Continuation High School is to provide each student with a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The La Cuesta team joins the parents and community to support students in developing skills to become resilient, self-sufficient adults who will succeed and contribute responsibly in a global community.

Opportunities for Parental Involvement (School Year 2010-11)

Contact Person Name: Ms. Kathleen L. Abney, principal

Contact Person Phone Number: (805) 966-0883 x 112

Parents are invited to participate as members of the La Cuesta-Alta Vista combined Site Council and are encouraged to become involved in the ongoing educational program their student is involved in. Parents are invited to participate in annual or biannual parent conferences, in addition to being involved in the process of student intakes and student transfers to other school sites. La Cuesta does not have a formal PTA or PTSA organization. Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 10	5
Grade 11	30
Grade 12	72
Total Enrollment	107

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Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	0.9%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	84.1%
Native Hawaiian/Pacific Islander	0.0%
White	14.0%
Two or More Races	0.9%
Socioeconomically Disadvantaged	75.7%
English Learners	43.0%
Students with Disabilities	15.0%

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	17.3	11	0	0	15.1	9	0	0
Mathematics	19.4	8	0	0	17.2	5	0	0
Science	18.8	8	0	0	14.4	5	0	0
Social Science	18.0	4	0	0	19.6	6	1	0

School Climate

School Safety Plan (School Year 2010-11)

Date of Last Review/Update: March 2010

Date Last Discussed with Staff: August 2010

Safe Schools Committee History

The La Cuesta-Alta Vista High School Safe Schools Committee is an informal organization that meets annually and on an as needed basis. The data collection tools include student crime reports (site and police), suspension and discipline referral reports, attendance reports, injury reports, and observations.

Key Elements of School Safety Plan

- student emergencies
- fire drills
- safe routes to school
- health and safety
- drugs and alcohol
- harassment
- hate crime
- student field trips
- tobacco-free schools
- conduct code

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La Cuesta has a safe school plan that is updated yearly. Emergency and disaster plans are in place and staff and students know where they are to evacuate to in case of emergency. Emergency evacuation, active shooter, and disaster drills are held quarterly. District-wide drills are held twice a year. La Cuesta students participate in quarterly drills at the Santa Barbara Street campus, as do Alta Vista students on the Ortega Street campus. Alta Vista students on the Dos Pueblos campus participate in the drills held on that campus; students at Middle College participate in drills on the SBCC campus. Keeping our students safe at school and on their way to and from school is a major consideration for us. Safety on campus is highlighted each semester when the principal and counselor make presentations to all of the students enrolled on a site. The student handbook is reviewed with students, along with rules on drugs, fighting, harassment, and other topics covered in the handbook.

La Cuesta students participate in a number of outside programs, including the Wilderness Youth Project, AHA, Note for Notes, City @ Peace, yStrive, Tradart, and the Santa Barbara Museum of Art Collaborative. These programs offer activities and growth opportunities that enhance school and student 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	3.3	7.5	1.4	7.1	8.6	7.4
Expulsions	0	0	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)

La Cuesta has seven classrooms, providing a campus community for at-risk youth. Each teacher has his or her own classroom and staff meetings and Professional Learning Communities are held in a classroom on campus twice a month.

Classroom space is adequate and appropriate for the instruction that takes place. The learning environment is small and personal. Students work in small groups and one-on-one with instructors. Supervision is provided before school, at breaks and after school.

Custodial staff on the site maintains the campus buildings, while the district provides ongoing maintenance, as needed. The campus has appropriate student restrooms specifically designed and designated for students, with 100 percent of the toilets in those facilities in appropriate working order.

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			

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Interior Surfaces (walls, floors, and ceilings)	√			
Hazardous Materials (interior and exterior)				
Structural Damage	√			
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	13	8	8	446
Without Full Credential	1	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	15

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
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 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	100.00%	0.00%
All Schools in District	99.20%	0.80%

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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	1	107
Psychologist	0.4	---
Resource 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.

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 are available for all students. Data collected in October 2010.	
Reading/Language Arts	
Holt, Rinehart and Winston: <i>Holt Literature and Language Arts, Fourth Course and Fifth Course 2003</i>	2003
Let's Go Learn software	Date not available
Mathematics	
CPM Education Programs: <i>Algebra Connections, 2004</i> CPM Education Programs: <i>Geometry Connections, 2006</i>	2008
Science	
Holt Rinehart & Winston: <i>Holt Earth Science 2007</i> Holt Rinehart & Winston: <i>Biology, California ed. 2007</i>	2007
History-Social Science	
McDougal Littell: <i>Americans: Reconstruction to the 21st Century, 2006</i> McDougal Littell: <i>World History: Patterns of Interaction, 2006</i>	2006
Pearson Prentice Hall: <i>Magruder's American Government, 2006</i>	2006
Holt Rinehart & Winston: <i>Holt Economics, 2003</i>	2000
Foreign Language	
Not currently offered	--

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Health	
Holt Rinehart and Winston: <i>Holt Lifetime Health, 2004</i>	2005

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	\$10,288	\$9,299	\$989	\$67,682
District			\$5,719	\$65,217
Percent Difference Between School Site and District			-83%	+4%
State			\$5,455	\$70,570
Percent Difference Between School Site and State			-82%	-4%

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)

La Cuesta does not receive any federal funding. Funds for English learners, English language arts, mathematics, staff development and school culture come primarily from the Pupil Retention Block Grant. Additional funds, also used for the same funding needs, come from LEP, Title II and district funds.

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/>.

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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

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	22%	8%	7%	58%	62%	64%	49%	52%	54%
Mathematics	8%	0%	0%	40%	43%	46%	46%	48%	50%
Science	12%	0%	36%	60%	61%	63%	50%	54%	57%
History-Social Science	15%	19%	4%	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	7%		36%	4%
Male	5%			5%
Female	8%			3%
Hispanic or Latino	4%		27%	2%
Socioeconomically Disadvantaged	4%			2%

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English Learners	4%			
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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/>.

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	41%	31%	23%	62%	64%	70%	52%	54%	59%
Mathematics	28%	31%	14%	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	77%	23%	0%	86%	14%	0%
Hispanic or Latino	82%	18%	0%	91%	9%	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.

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 Growth -- Three Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	B	-135	31

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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	24	545	7,543	808	4,683,676	778
Black or African American	0		119	742	317,856	696
American Indian or Alaska Native	0		44	832	33,774	733
Asian	0		298	926	398,869	898
Filipino	0		41	877	123,245	859
Hispanic or Latino	20	507	3,845	722	2,406,749	729
Native Hawaiian or Pacific Islander	0		6		26,953	764
White	4		2,971	898	1,258,831	845
Two or More Races	0		188	925	76,766	836
Socioeconomically Disadvantaged	21	430	2,826	701	2,731,843	726
English Learners	15	512	2,304	674	1,521,844	707
Students with Disabilities	2		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	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate	N/A	No

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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	Not in PI	In PI
First Year of Program Improvement Implementation		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		54.5%

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)	28.5	17.3	4.7	3.0	2.5	2.6	4.9	5.7	4.6
Graduation Rate		92.66		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.

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Group	Graduating Class of 2011		
	School	District	State
All Students	38%	88%	N/D
Black or African American	---	100%	N/D
American Indian or Alaska Native	---	100%	N/D
Asian	---	100%	N/D
Filipino	---	100%	N/D
Hispanic or Latino	26%	78%	N/D
White	---	95%	N/D
Socioeconomically Disadvantaged	41%	87%	N/D
English Learners	21%	57%	N/D
Students with Disabilities	0%	1%	N/D

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

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	2.5%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0%

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.