

Executive Summary
2009-10 School Accountability Report Card (SARC)
Prepared in 2010-11

Casa Grande High School

Casa Grande High School
333 Casa Grande Road
Petaluma, CA 94954
(707) 778-4677

Grades 9 – 12

Linda Scheele, Principal
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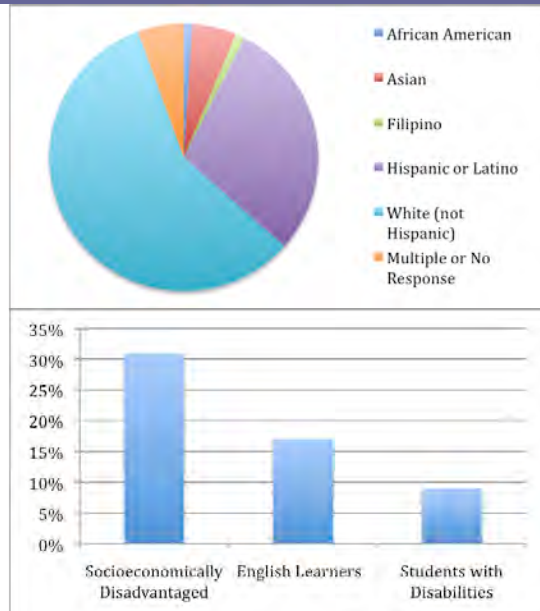
Our mission at Casa Grande High School (CGHS) is to provide rigorous and relevant learning in a personalized, supportive, and safe environment where students are prepared for the responsibilities and challenges of adulthood.

With the assistance of a Small Learning Communities (SLCs) grant, Casa Grande has organized the entire student body into SLCs. The goals of SLCs are to provide students with increased personalization, relevance, and rigor, so that they can easily utilize real-world applications while developing critical thinking and problem solving skills.

It is the goal of CGHS to keep all the advantages of a large comprehensive high school—such as diverse offerings of coursework, teaching methodologies, and strong athletic programs—while utilizing the benefits that come with smaller schools. SLCs' benefits include increased student achievement, lower dropout rates, common teacher planning time, and increased parent involvement.

Casa Grande has a reputation for excellence in academics. Casa Grande offers advanced placement (AP)-level classes in six departments and has been recognized for six years by Newsweek magazine as one of the top 1000 high schools in the United States for the ratio of students taking AP examinations. In February 2009, Casa Grande's Academic Decathlon Team won the county competition for the twenty-fourth consecutive year and went on to place at the State level. They have won at the State level for seven years. The journalism class produces the Gaucho Gazette, an award-winning school newspaper.

Student Enrollment: 1,839



This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about this school, please review the entire SARC or contact the school or district office.

Student Performance

Students Proficient or Above

English/Language Arts	60 %
Mathematics	37 %
Science	63 %
History/ Social Science	49 %

Academic Progress

Indicator

2010 Growth API Score (from 2010 Growth API Report)	791
Statewide Rank (from 2009 Base API Report)	7
2010-11 Program Improvement Status	Not in PI

Curriculum & Instruction Materials

Percentage of Students Lacking Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History/Social Science	0%
Foreign Language	n/a
Health	n/a
Visual & Performing Arts	n/a
Science Laboratory Equipment (grades 9-12)	0 %

High School Completion

Graduation Rate	91.7 %
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Post-Secondary Preparation

Students who completed a Career Technical Education Program and earned a high school diploma	Not available
Graduates who completed all courses required for UC or CSU admission	29.7 %

Teachers

With Full Credential	98
Without Full Credential	0
Teaching Outside Subject Area of Competence	0
Mis-assignment of Teachers of English Learners	0
Total Teacher Mis-assignments	0

School Finances

Level Expenditures per Pupil

School Site	not available
District	\$9,312
State	\$5,681

School Facilities

Summary of Most Recent Site Inspection

Our school passed 100% of areas of most recent site inspection.

Repairs Needed and Corrective Actions Taken or Planned

None needed.

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the conditions and performance of each California public school. More information about SARC requirements is available on 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.

Mission Statement

The Petaluma City Elementary and Joint Union High School Districts are committed to providing opportunities for all students to be challenged and motivated in school so that upon graduation, they will be successful in their future educational endeavors, careers, and community.

Our mission at Casa Grande High School (CGHS) is to provide rigorous and relevant learning in a personalized, supportive, and safe environment where students are prepared for the responsibilities and challenges of adulthood.

With the assistance of a Small Learning Communities (SLCs) grant, Casa Grande has organized the entire student body into SLCs. The goals of SLCs are to provide students with increased personalization, relevance, and rigor, so that they can easily utilize real-world applications while developing critical thinking and problem solving skills.

Current research shows that reducing the size of schools can positively impact the achievement of students. It is the goal of CGHS to keep all the advantages of a large comprehensive high school—such as diverse offerings of coursework, teaching methodologies, and strong athletic programs—while utilizing the benefits that come with smaller schools. SLCs' benefits include increased student achievement, lower dropout rates, common teacher planning time, and increased parent involvement.

Ninth and tenth grade students are organized into SLCs called "houses". These consist of 90-150 students that share common teachers for English, mathematics, and science in classes that average 32 students per class. In the eleventh and twelfth grades, students participate in one of four SLCs that include both academic and elective courses of a common theme based on an interest in health careers, visual or performing arts, environmental studies, liberal arts, or media and marketing. Within these SLCs, students take their required English and social science courses. The teachers of these core courses meet with the elective teachers in the SLC to plan curriculum that is designed to engage students with an interest in that area. During this year's course selection process, the entire eleventh and twelfth grade students selected from four SLCs, organized by career or interest: Liberal Studies, Green Career Pathway, Health Career Pathway, and Marketing, Media, and Management.

Data and Access

Data Quest

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 (eg: Academic Performance Index [PI], 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 (eg: the California State library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve 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.



Casa Grande High School meets the needs of its diverse student community through a variety of programs. As stated earlier, all freshmen and sophomores are part of a SLC in which the teachers have a greater opportunity to know their students. The curriculum continues to reflect student interest with an increasing number of electives for students to address a wide range of interests. These electives include: Anatomy & Physiology, Auto Repair, Clinical Biology, Culinary Arts, 3D Animation, Drafting/ AutoCAD, Ecology, Economics through Ecology, Environmental Science, Introduction to Psychology, Introduction to Sociology, Journalism, Legal Studies, Photography, Web Page Design, Wildlife Biology, and outside work experience through Santa Rosa Junior College (SRJC).

To provide for the needs of our English language learners (ELLs), we have developed an English Language Development (ELD) Academy. The ELD Academy provides ELLs with support in English, science, mathematics, and social science. It also includes Spanish for Native Speakers through the Advanced Placement level.

April 2010 marked the seventeenth anniversary of the opening of our Natural Resources Program's fish hatchery, the only campus facility where students are licensed to handle endangered species. The United Anglers Adobe Creek Restoration Project continues to receive national and international recognition for local restoration and conservation efforts. Recently, the Petaluma Water Agency has offered to team with the United Anglers and our other environmentally themed courses to develop a partnership that will enhance students' understanding of the challenges of balancing environmental protection and human encroachment. Our expanded environmental science course has developed a native plant nursery and our culinary arts program has incorporated an organic garden into its curriculum.

Senior Projects are an integral component of the senior English curriculum that helps students focus on career exploration, community involvement, and personal growth. Students are offered an opportunity to select an area of study that about which they are passionate and design a research paper and project around that interest. The students design a project, research and write a paper,

Student Enrollment 2009-10

By Grade

Grade	# Students
Grade 9	526
Grade 10	446
Grade 11	406
Grade 12	561
Total	1,839

By Group

African American	1 %
American Indian or Alaska Native	0
Asian	5 %
Filipino	1 %
Hispanic or Latino	29 %
Pacific Islander	0
White (not Hispanic)	57 %
Multiple or No Response	5 %
Socio-Economically Disadvantaged	31 %
English Learners	17 %
Students with Disabilities	9 %

work with an advisor to learn about and develop the project, and present their work to a panel of community members. In 2010, over 250 parents, community, and business leaders joined with Casa staff to participate as Senior Projects mentors, tutors, and judges. The projects encompass a wide range of interests and are a wonderful reflection of all that is successful about the students at Casa Grande.

The show of support by our community with the passage of Measure K provides us with approximately \$48,000 a year to renew and upgrade our technology, \$20,000 a year to help equip our visual and performing arts programs, and \$46,000 a year for our library.

Although we are proud of the success of our students and staff in all of these areas, we are concerned about the number of our students scoring below the Proficient level on the California Standards Tests. We expect that the implementation of SLCs, as well as other interventions, will help us ensure that every student is prepared with the skills necessary to participate successfully in postsecondary experience, education, training, and/or employment.



Opportunities for Parental Involvement

Contact

Kelly Balfour

(707) 776-4799

Casa Grande High School is extremely fortunate to have strong support from the parents in the community, as evidenced by the number of parent volunteers actively participating in the Booster Club, the Music Booster Bingo Games, Project Graduation, the School Site Council (SSC), various Western Association of Schools and Colleges (WASC) review committees, the English Learner Advisory Committee (ELAC), Grant Management Team, and Parent Teacher Student Association (PTSA). Parents additionally support individual programs such as the United Anglers Adobe Creek Restoration Project and the various Performing Arts Department productions.

Our SSC serves as an active and effective governance group that approves staff development requests and disburses money from State block grants to fund various projects at the site. The SSC works in conjunction with the Principal's Advisory Committee to provide vision, leadership, and direction to our school community.

Parent support was essential to the passage of Measure K, an extension of a parcel tax that provides us with \$48,000 annually to maintain and upgrade the technology that we purchased through our Digital High School grant and further meet the goals of the site and District Technology Plans. It also provides us with \$20,000 annually to fund our visual and performing arts program and over \$40,000 for our library. Parents will also be on the oversight committee that insures the money is spent appropriately.

Parents are informed of student progress by a variety of communication contacts throughout the year. Among these are Back to School Night and Open House; Principal's Monthly Newsletter and Parent Tours; progress reports; report cards every six weeks; Booster Club(s), ELAC, and SSC meetings; attendance reporting; Freshman Orientation; and College and Financial Aid Nights. Additionally, awards programs such as the Fall, Winter and Spring Sports Awards Programs, the Football Banquet, Student of the Month Recognition, Underclass Awards, and SRJC Awards and Senior Awards Programs are attended by parents whose students are being honored. Wherever possible, information is provided in Spanish for our Spanish-speaking parents. This includes a section in each newsletter, course selection materials, and various other materials for individual classes. We have an FM transmitter purchased through SSC funds to allow instant translation in Spanish for group functions such as the Freshmen Electives night and graduation.

Parents are involved in all of the school's activities and have been instrumental in the school's progress toward excellence. A major area of participation is through the parent survey, which is part of the fall registration process. Additional parent input is also solicited for special issues such as during the process of establishing Expected School-wide Learning Results (ESLRs) for our WASC review and for the SLC Grant application process. Parents are also encouraged to take an active role in the judging of Senior Projects. We recognize that close cooperation between parents and the school community is vitally important to student success.

Average Class Size and Class Size Distribution Secondary Schools

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	26.1	14	56	5	26.4	13	50	5				
Mathematics	24.7	16	51	1	23.8	26	40	1		not available		
Science	25.5	9	50		25.9	10	46					
Social Science	28.7	4	53	1	28.8	5	44	4				

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).

School Climate

School Safety Plan 2009-10

Synopsis of the Comprehensive Safe School Plan:

- I. Goal: to create a climate that promotes mutual respect and caring where students feel connected to, and supported by, the entire Casa Grande Learning Community.
 - Ninth and tenth grade students are in houses, with the majority of students in these houses having three teachers in common; these houses focus on working with students that are common to the three teachers.
 - Eleventh and twelfth grade students are in clusters; these clusters have a thematic focus involving an elective and their English and social studies classes.
 - Create a Student Assistance Program and formalize an intervention process school-wide.

- II. Goal: to increase the number of students who feel “connected” to the school through participation in clubs, performing arts, co-curricular and extracurricular activities as described in many ESLRs and the 40 Developmental Assets for adolescents.
 - New clubs have been created this year and have gone through the process of being sanctioned by ASB.
 - The Academic Decathlon program has expanded to two teams that compete in regional competitions.
 - New coaches have been hired in some sports and more students have been encouraged to participate.

- Two additional counselors have been hired, resulting in an increase of counselor -to-student ratio.

III. Goal: to continue to add planter boxes, flower beds, benches, and tables throughout the campus to provide a positive learning climate.

- A campus beautification committee has arranged for new benches and tables spread throughout the campus.
- A memorial to a deceased student has been added to the outdoor basketball area, with tables and benches for students.
- The campus has seen an increase in the number of trashcans and recycling cans; a separate custodian in charge of recycling has been added to the staff.

Additionally, the plan includes the required:

- Child abuse reporting procedures
- Disaster / crisis procedures, routine and emergency*
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous students
- Sexual harassment policy
- Provisions of dress code prohibiting gang-related apparel
- Procedures for safe ingress and egress
- A safe and orderly environment conducive to learning
- School discipline rules and procedures
- Hate crimes and policies

* All school personnel have undergone FEMA training in the NEMS emergency operations procedures and have achieved at least basic training.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in September 2009.

Suspensions and Expulsions						
Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	7.2 %	8.2 %	9.35 %	10.5 %	11.3 %	not available
Expulsions	0.8 %	0.8 %	0.92 %	0.7 %	0.8 %	not available

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.

School Facilities

School Facility Conditions and Planned Improvements in 2010-11

CCasa Grande campus has 70 classrooms situated on a 67-acre plot. We have a gymnasium, two multi-purpose rooms, a weight room, library, counseling/student support building, and a trout/salmon fish hatchery. We have an athletic field that serves football and soccer. We have four baseball fields for baseball and softball and a tennis court.

The original school was built in 1974 but has had extensive remodeling over the past ten years due to the passage of a school bond. Fourteen modular classrooms were added at that time as well. During the past five years we have added a four-room life science building and eight more modular classrooms. During the past three years, two-thirds of the older buildings have been resided.

Casa Grande has an outstanding custodial staff that includes two daytime custodians and six evening custodians that keep the school clean and in good condition.

An important component of our students' safety is a campus supervisor team of six men and women, two of whom are retired police officers. They work together as a coordinated and cohesive unit that has developed a mutually respectful relationship with students and teachers.

During the fall of 2008 a new computer lab was added adjacent to the library. We also built a new state-of-the-art drama classroom and expanded the music building.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$678,700 for the Deferred Maintenance Program. This represents 1% of the District's general fund budget.



School Facilities Good Repair Status 2010-11

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned								
	Good	Fair	Poor									
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X											
Interior Interior Surfaces	X											
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X											
Electrical	X											
Restrooms/Fountains: Restrooms, sinks, fountains	X											
Safety: Fire Safety, Hazardous Materials	X											
Structural: Structural Damage, Roofs	X											
External: Playground/School Grounds, Windows, Doors, Gates, Fences	X											
Overall Summary of Facility Good Repair Status				<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Exemplary</td> <td>Good</td> <td>Fair</td> <td>Poor</td> </tr> <tr> <td></td> <td style="font-size: 1.5em;">X</td> <td></td> <td></td> </tr> </table>	Exemplary	Good	Fair	Poor		X		
Exemplary	Good	Fair	Poor									
	X											

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

Teachers

Teacher Credentials				
Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	88	90	98	284
Without Full Credential	7	2	0	0
Teaching Outside Subject Area of Competence	0	0	0	n/a

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/>.

Teacher Mis-assignments and Vacant Teacher Positions			
Indicator	2008-09	2009-10	2010-11
Mis-assignments of Teachers of English Learners	1	0	0
Total Teacher Mis-assignments	1	0	0
Vacant Teacher Positions	0	0	0

This table displays the number of teacher mis-assignments (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 Mis-assignments includes the number of Mis-assignments of Teachers of English Learners.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers in 2009-10		
Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	98 %	2 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	98 %	2 %

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/>.

Support Staff

Academic Counselors and Other Support Staff 2009-10	
Title	FTE Assigned to School
Academic Counselor	5.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	0.4
Speech/Language/ Hearing Specialist	1.0
Resource Specialist (non-teaching)	14.0
Other	1.0
Average Number of Students per Academic Counselor	348

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.

Instructional Planning and Scheduling

Professional Development

A major component of our staff development is the use of the Inquiry Process to analyze data for student academic success. In addition we are focusing on formative assessment and the development of professional learning communities. We continue to develop small learning communities in our high schools.

We contracted with Springboard to provide coaches to guide administrators and staff through large and small group training. These are primarily offered during the school day, providing release time for a team of teachers from each school. The District also provides an early release day every Wednesday for collaborative time among teachers in either department or interdisciplinary settings.

For the previous three school years, we had three days each year dedicated to staff and professional development.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Current Year: 2010-11

All students have current textbooks in good condition. In grades K-8, students have texts from the most recent State-adopted lists. In grades 9-12, students have Board-approved texts that support instruction based on California Content Standards. Every student has access to his or her own textbooks.

In grades K-8, District committees are responsible for recommending new textbooks for adoption once the State-approved list has been published. In grades 9-12, departments identify needs and recommend new titles for consideration as courses are developed and new frameworks are published.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Lack **
Reading/ Language Arts	Grades 9-12: Literature, Prentice-Hall, Adopted 2002	0%
Mathematics	Grade 8-12 Algebra: Prentice Hall, Adopted 2008 Grade 8-12 Geometry: McDougall Littell, Adopted 2008	0%
Science	Grade 9-12 Physical Science: Physical Science Concepts with Glencoe Earth Science, Holt Science Spectrum or Prentice Hall, Adopted 2002 Grade 10-12 Chemistry: Addison Wesley, Adopted 2002; Essentials of Human Anatomy & Physiology, 8 th Edition; 2005	0%
History- Social Science	Grade 10-11 McDougall Littell or Prentice Hall, Adopted 2006-07 Grade 12: Macgruder and Holt, Adopted 2006-07	0%
Foreign Language	Grades 9-12: Literature, Prentice-Hall, Adopted 2002	0%
Health	Grade 8-12 Algebra: Prentice Hall, Adopted 2008 Grade 8-12 Geometry: McDougall Littell, Adopted 2008	0%

** Percent of Pupils Who Lack Their Own Assigned 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.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries Fiscal Year 2008-2009

Level	Basic	Average Teacher Salary
School Site	Not available	Not available
District	\$9,312	\$62,029
Percent Difference – School Site and District		
State	\$5,681	\$57,352
Percent Difference – School Site and State		

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher and Administrative Salaries Fiscal Year 2008-2009

Category	District Amount	State Average For Districts In Same Category
Teacher Salaries		
Beginning Teacher Salary	\$35,200	\$38,905
Mid-Range Teacher Salary	\$53,107	\$56,504
Highest Teacher Salary	\$63,791	\$71,750
Administrator Salaries		
Average Elementary Principal	\$77,655	\$92,053
Average Middle School Principal	\$81,888	\$95,666
Average High School Principal	\$85,042	\$94,401
Superintendent Salary	\$122,308	\$111,055
Percent of Budget for		
Teacher Salaries	39.73 %	0.30%
Administrative Salaries	5.50 %	

Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Types of Services Funded -- Fiscal Year 2009-10

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Class-Size Reduction in ninth grade
- Gifted and Talented Education (GATE)
- English Learner support
- Immigrant student support
- School and Library Improvement Block Grant program funds
- Migrant Education support, for identified migrant students
- Identified students receive support through the resource specialist program, speech and language program, full inclusion program, or the bilingual assistant.

California Physical Fitness Test Results 2009-10 Percent of Students Meeting Fitness Standards

Grade	Four of Six Standards	Five of Six Standards	All Six Standards
9	6.4	18.7	67.6

The CA Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students meeting four, five, or six out of six standards for the most recent testing period. Detailed information about this test is at <http://www.cde.ca.gov/ta/tg/pfll> Scores are not shown when fewer than ten students were tested.

Student Performance

Standardized Testing and Reporting (STAR) Program

Details on STAR results, including results by grade and performance levels, including the percentage of students not tested, are available on the CDE web site <http://star.cde.ca.gov>. Program information on the STAR Program is available at <http://www.cde.ca.gov/ta/sr/documents/starpkt5intrpts.pdf>. SARC uses an average of selected test scores.

CST Results for All Students – Three-Year Comparison									
Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	46	56	60	54	59	62	46	50	52
Mathematics	29	36	37	38	39	44	43	46	48
Science	53	59	63	61	64	65	46	50	54
History-Social Science	40	51	49	45	52	51	36	41	44

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

CST Results by Student Group – Most Recent Year				
Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	50	15	*	*
American Indian or Alaska Native	*	*	*	*
Asian	74	53	81	67
Filipino	89	21	*	50
Hispanic or Latino	36	27	32	29
Pacific Islander	*	*	*	*
White (not Hispanic)	70	40	75	56
Male	56	39	62	54
Female	64	35	63	44
Economically Disadvantaged	38	25	37	28
English Learners	10	16	13	8
Students with Disabilities	19	17	19	18
Students Receiving Migrant Education Services	*	*	*	*

* Scores are not shown when fewer than ten students were tested, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Accountability

Academic Performance Index

Academic Performance Index Ranks – Three-Year Comparison

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 is at <http://www.cde.ca.gov/ta/ac/ap/>.

API Rank	2007	2008	2009
Statewide	8	7	7
Similar Schools	6	4	5

The **Statewide API ranks** range from 1 to 10, with 1 being in the lowest 10 percent of all schools in the state, and 10 being the API score is in the highest 10 percent of all schools in the state.

The **Similar Schools Rank** reflects how it compares to 100 statistically similar schools, with a rank of 1 meaning that the school performance was comparable to the lowest-performing 10 out of 100 similar schools; A rank of 10 means that the school's academic performance is better than at least 90 of 100 similar schools.

Academic Performance Index Growth by Student Group Three Year Comparison

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at School	1	19	21	791
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	31	5	48	645
Pacific Islander				
White (Not Hispanic)	-3	19	22	810
Socio-economically Disadvantaged	15	-3	38	656
English Learners	44	-5	31	617
Students w/Disabilities	-27	18	-6	523

Actual API changes in points added or lost for the past three years, and the most recent API score.

NA means that the group was not statistically significant

* means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

Adequate Yearly Progress Overall and by Criteria (2009-10 School Year)

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 ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an indicator
- Graduation rate (for secondary schools only)

Detailed information on AYP is available at <http://www.cde.ca.gov/ta/ac/ay/>

AYP Criteria		School	District
Overall		No	No
Participation Rate	ELA	Yes	Yes
	Mathematics	Yes	Yes
Percent Proficient	ELA	No	No
	Mathematics	No	No
API		Yes	Yes
Graduation Rate		Yes	Yes

Federal Intervention Program – 2010-11

Schools and districts receiving Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or Math) or 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. Detailed information about PI identification can be found at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in Program Improvement	n/a	2010-11
Year in PI	n/a	Year 1
Number of Schools in this District Currently in PI		4
Percent of Schools in this District Currently in PI		22.2%

School Completion and Postsecondary Preparation

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 (below) in order to compute the Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information about CASHEE can be found at <http://cahshee.cde.ca.gov/>.

California High School Exit Examination (CAHSEE) Results for All Students Three Year Comparison

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
ELA	67.5	67.5	72.5	67.9	67.9	70.1	52.9	52.9	54
Math	63.2	63.2	67.8	61.8	61.8	63.9	51.3	51.3	53.4

California High School Exit Examination (CAHSEE) Results Most Recent Year

Group	English-Language Arts (ELA)			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	27.5	25.2	47.2	32.2	47.9	20
Male	34.7	26.5	38.8	31.3	46.7	22.1
Female	20.6	24	55.4	33	49	18
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	17.4	34.8	47.8	13	47.8	39.1
Filipino	*	*	*	*	*	*
Hispanic or Latino	52.6	27.2	20.2	58.6	37.1	4.3
Pacific Islander	*	*	*	*	*	*
White (Not Hispanic)	16.6	23.4	60	20.5	54.3	25.2
English Learners	64.5	26.9	8.6	68.4	31.6	0
Economically Disadvantaged	50.4	25.6	24.	57.3	36.6	6.1
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students w/Disabilities	80.6	9.7	9.7	81.2	15.6	3.1

Note: Scores are not shown when ten or fewer students are tested.

Drop-Out and Graduation Rate

This table displays the school's one-year dropout rate and graduation rates for the most recent three year period for which data are available. For comparison, data are also provided at the district and state level. More information is available at <http://dg.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Dropout Rate	1.6 %	1.5 %	1.3 %	3.6 %	2.4 %	2.1 %	4.4 %	3.9 %	**
Graduation Rate	94.5 %	92.4 %	91.7 %	**	**	**	80.6 %	80.2 %	**

** Data not available.

Completion of High School Graduation Requirements

Group	Graduating Class of 2010	
	School	District
All Students	**	**
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (Not Hispanic)		
Socio-economically Disadvantaged		
English Learners		
Students with Disabilities		

Students in California public schools must pass both ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve, this table displays by student group, the percent who met all state and local graduation requirements for grade twelve completion.

Career Technical Education Programs (2009-10 School Year)

The District Career Development and Pathways Committee oversees the CTE plan for high schools. Each high school has a counselor, administrator, career center specialist, and CTE teacher representatives. In addition, District entrepreneurs and the Director of Educational Services are members of the committee and representatives from our county Regional Occupational Program and Santa Rosa Junior College. Our Lead Community Entrepreneur is the primary representative.

Each comprehensive high school offers specific career programs and sequences. These programs are open to students from either high school. Career sector areas with course sequences are:

- Agriculture and Natural Resources
- Health Science and Medical Technology
- Arts, Media, and Entertainment
- Hospitality, Tourism, Culinary, and Recreation
- Building Trades and Construction
- Information Technology
- Child Development
- Manufacturing and Product Development
- Engineering and Design
- Marketing, Sales, and Service
- Finance and Business
- Transportation Industry

Each of these sectors has a career technical advisory committee. Course sequences and course content are aligned to the California Career Technical Education Model Curriculum Standards. ROP courses in our District are:

- Computer Aided Design
- Retail Merchandising Co-op
- Health Biology
- Ag Welding
- Health Careers Co-Op
- Floriculture
- Culinary Arts
- Supervised Ag Experience
- Web Design
- Construction Technology
- 3D Animation
- Metals Manufacturing
- Entrepreneurship
- Desktop Publishing
- Marketing
- Legal Services
- Automotive Technology
- Child Development
- Retail Merchandising

Career Technical Education Participation (2009-10 School Year)

Measure	Participation
Number of pupils participating in CTE	373
Percent of pupils completing a CTE program and earning a high school diploma	Not available
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	15 %

Scholastic Aptitude Test (SAT) Scores of High School Seniors

Percent of Seniors Taking the SAT Three Year Comparison

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
ELA	45	44	**	**	**	**	**	**	**
Math	45	44	**	**	**	**	**	**	**

Average SAT Scores 2010

Subject	School	District	State
ELA	523	535	**
Math	534	543	**

** Data not available due to problems with CALPADS reporting

Degree to Which Students are Prepared to Enter the Workforce

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 visit <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility: 1) specific high school courses; 2) grades in specific courses and test scores; and 3) 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 utilize 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 general admissions requirements, visit <http://www.calstate.edu/SAS/admreq.shtml>

Courses for University of California and/or California State University Admission 2008-09 School Year

This table displays, for the most recent year available, two measures related to the school's courses that are required for UC and/or CSU admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission is at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	42 %
Graduates Who Completed All Courses Required for UC/CSU Admission	29.7 %

Advanced Placement Courses (2009-10 School Year)

Subject	Number of AP Courses Offered	Subject	Number of AP Courses Offered
Computer Science	0	Mathematics	2
English	2	Science	1
Fine and Performing Arts	1	Social Science	5
Foreign Language	3	Other	0
Total # of Courses	14	Students in AP Courses	16 %

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 in all AP courses. Details on AP enrollment is at <http://dq.cde.ca.gov/dataquest/>.