

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

## Carpe Diem High School

### Carpe Diem High

Necessary Small School on  
Petaluma High Campus  
199 Fair Street  
Petaluma, CA 94954  
(707) 778-4796

Grades 10 – 12

Rusty Sims, Principal  
[rsims@pet.k12.ca.us](mailto:rsims@pet.k12.ca.us)

Carpe Diem High School (CDHS) is a “magnet” school, offering an alternative program for students who would benefit from:

- Smaller school setting
- Close contact between students and staff
- More individualized instruction
- More flexibility in the daily schedule

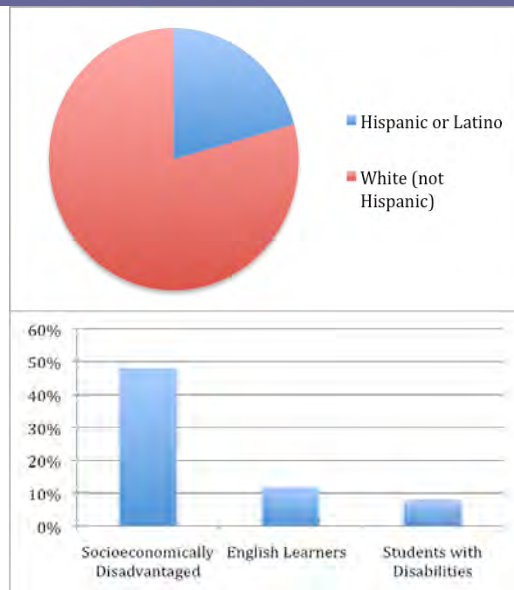
CDHS is designed as an alternative for high school students who have not been successful at the traditional high school, putting them at risk of dropping out.

Students are enrolled in Carpe Diem High School on a voluntary basis. Students who were disconnected from the traditional school, resulting in attendance issues or problems earning sufficient academic credit, might particularly benefit from the program because of the emphasis on daily attendance and the opportunity to complete additional work to make up lost credits.

### 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.

### Student Enrollment: 29



*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	46%
Mathematics	8%
Science	46%
History/ Social Science	47%

## Academic Progress

### Indicator

2010 Growth API Score (from 2010 Growth API Report)	717
Statewide Rank (from 2009 Base API Report)	n/a: small school
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)	n/a

## Teachers

With Full Credential	2
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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CDS Code: 49-70862-4930103

### Petaluma Joint Union High School District

Greta Viguie, Superintendent  
[gviguie@pet.k12.ca.us](mailto:gviguie@pet.k12.ca.us)  
<http://www.petalumacityschools.org>

*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.*

### About This School

Carpe Diem High School (CDHS) is a “magnet” school, offering an alternative program for students who would benefit from:

- Smaller school setting
- Close contact between students and staff
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CDHS is designed primarily as an alternative for high school students who have not been successful at the traditional high school, putting them at risk of dropping out.

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Student Enrollment 2009-10	
By Grade	
Grade	# Students
Grade 9	1
Grade 10	11
Grade 11	10
Grade 12	7
<b>Total</b>	<b>29</b>
By Group	
African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	21%
Pacific Islander	0
White (not Hispanic)	79%
Multiple or No Response	0
Socio-Economically Disadvantaged	52%
English Learners	21%
Students with Disabilities	14%

Opportunities for Parental Involvement	
Contact	Rusty Sims (707) 776-4796

We always need parents to help as drivers and chaperones for day outings and field trips. We can almost always use parents to serve on the School Site Council. We also welcome parents who might want to share their career path and occupational details with the students. Parents can help with our Outdoor Education program, including day hikes, overnight camping, and longer trips in the spring or fall. For more information on how to become involved, contact Rusty Sims, Principal, at (707) 778-4796.

## 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.*

## 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	15.0	1	0		31.0		1		15.0	1		
Mathematics	15.0	1			31.0		1		15.0	1		
Science	16.0	1			31.0		1		15.0	1		
Social Science	16.0	2			31.0		2		15.0	1		

*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

Our School Safety Plan and our Emergency Plan are closely connected to the plans of Petaluma High School (PHS), on whose campus we reside. We coordinate activities, emergency preparedness drills, fire and safety drills, and more with PHS. Each plan is reviewed annually, and updated as needed and as required by law.

All of our various plans are part of the overall plan under which we operate, the Single Plan for Student Achievement (the "School Plan"), and are aligned with the District's Goals and Vision, the District Staff Development Plan, and the District Technology Plan.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in September 2010.

### Suspensions and Expulsions

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	32.3%	3.2%	36.22%	10.5 %	11.3 %	not available
<b>Expulsions</b>	0%	0%	3.62%	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

Carpe Diem High School was built in 1997. The space is adequate for our needs and our instructional program, with two full classrooms, two restrooms, an office area with a separate principal's office, and a conference room. One of the classrooms is somewhat oversized, allowing space for student storage areas, eight networked computer stations, and a video presentation system. The other classroom has a full kitchen, skylights, and an open architecture suitable for group cooking experiences. In addition, we have access to some outside areas adjacent to the school, where we plan to create a flower and vegetable garden. All areas of the physical plant are clean and in good condition. The District provides daily custodial services for both the bathrooms and the classrooms, and the District maintenance staff is quick to respond to any repair requests.

Students and staff alike have access to technology to enhance their learning experiences, and the building is open and available to students before school, at break and at lunch, and after school. Each morning, students are greeted when they arrive, and a conscious effort is made to make each student feel welcome, wanted, and valuable.

The physical plant supports and enhances our instructional efforts, is designed to promote a variety of student learning opportunities — both traditional and more specialized — and is both safe and attractive. All the facilities were designed to be as low maintenance as possible.

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									
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X											
<b>Interior</b> Interior Surfaces	X											
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X											
<b>Electrical</b>	X											
<b>Restrooms/Fountains:</b> Restrooms, sinks, fountains	X											
<b>Safety:</b> Fire Safety, Hazardous Materials	X											
<b>Structural:</b> Structural Damage, Roofs	X											
<b>External:</b> Playground/School Grounds, Windows, Doors, Gates, Fences	X											
<b>Overall Summary of Facility Good Repair Status</b>				<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	3	4	2	284
Without Full Credential	0	0	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	0	0	0
Total Teacher Mis-assignments	0	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	0.20
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/ Hearing Specialist	0
Resource Specialist (non-teaching)	0.20
Other	0
<b>Average Number of Students per Academic Counselor</b>	<b>32</b>

*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. The District also provides an early release day every Wednesday for collaborative time among teachers in either department or interdisciplinary settings.

## Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

2010-11

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Lack **
Reading/ Language Arts	Grade 9-12: Literature, Prentice Hall, 2002	0%
Mathematics	Grade 8-12 Algebra: McDougall Littell, 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	0%
History- Social Science	Grades 9-11: Pearson World History and American History, Adopted 2004	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.*

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.

## 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
<b>District</b>	\$9,312	\$62,029
Percent Difference – School Site and District		
<b>State</b>	\$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
<b>Teacher Salaries</b>		
Beginning Teacher Salary	\$35,200	\$38,905
Mid-Range Teacher Salary	\$53,107	\$56,504
Highest Teacher Salary	\$63,791	\$71,750
<b>Administrator Salaries</b>		
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
<b>Percent of Budget for</b>		
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.

# 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	21	32	46	54	59	62	46	50	52
Mathematics	8	4	8	38	39	44	43	46	48
Science	33	23	46	61	64	65	46	50	54
History-Social Science	0	12	47	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				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	*	*	*	*
Pacific Islander				
White (not Hispanic)	58	5	*	54
Male	50	7	*	55
Female	*	*	*	33
Economically Disadvantaged	33	*	*	56
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
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
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API is not 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.

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				
African American	Data is not reported when fewer than 10 students are tested.			
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (Not Hispanic)				

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

## 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		Yes	No
Participation Rate	ELA	Yes	Yes
	Mathematics	Yes	Yes
Percent Proficient	ELA	Yes	No
	Mathematics	Yes	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	*	*	*	67.9	67.9	70.1	52.9	52.9	54
Math	*	*	*	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	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander						
White (Not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students w/Disabilities	*	*	*	*	*	*

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



## Career Technical Education Programs (2009-10 School Year)

*This section provides information about the Career Technical Education programs, and lists programs offered at the school.*

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:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Agriculture and Natural Resources</li> <li>• Arts, Media, and Entertainment</li> <li>• Building Trades and Construction</li> <li>• Child Development</li> <li>• Engineering and Design</li> <li>• Finance and Business</li> </ul> | <ul style="list-style-type: none"> <li>• Health Science and Medical Technology</li> <li>• Hospitality, Tourism, Culinary, and Recreation</li> <li>• Information Technology</li> <li>• Manufacturing and Product Development</li> <li>• Marketing, Sales, and Service</li> <li>• Transportation Industry</li> </ul> |
|--|--|

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:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Computer Aided Design</li> <li>• Health Biology</li> <li>• Health Careers Co-Op</li> <li>• Culinary Arts</li> <li>• Web Design</li> <li>• 3D Animation</li> <li>• Entrepreneurship</li> <li>• Marketing</li> <li>• Automotive Technology</li> <li>• Retail Merchandising</li> </ul> | <ul style="list-style-type: none"> <li>• Retail Merchandising Co-op</li> <li>• Ag Welding</li> <li>• Floriculture</li> <li>• Supervised Ag Experience</li> <li>• Construction Technology</li> <li>• Metals Manufacturing</li> <li>• Desktop Publishing</li> <li>• Legal Services</li> <li>• Child Development</li> </ul> |
|--|--|

### Career Technical Education Participation (2009-10 School Year)

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

# 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	**
Graduates Who Completed All Courses Required for UC/CSU Admission	**

\*\* Data is not available.

## Advanced Placement Courses (2009-10 School Year)

Subject	Number of AP Courses Offered	Subject	Number of AP Courses Offered
Computer Science	n/a	Mathematics	n/a
English	n/a	Science	n/a
Fine and Performing Arts	n/a	Social Science	n/a
Foreign Language	n/a	Other	n/a
<b>Total # of Courses</b>	<b>0</b>	<b>Percent of Students in AP Courses</b>	<b>0%</b>

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/>.

## Scholastic Aptitude Test (SAT) Scores of High School Seniors

### Percent of Seniors Taking the SAT Three Year Comparison

Subject	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
ELA	Data not available					
Math						

### Average SAT Scores 2010

Subject	School	District	State
ELA	Data not available		
Math			

### Degree to Which Students are Prepared to Enter the Workforce