

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

Petaluma High School

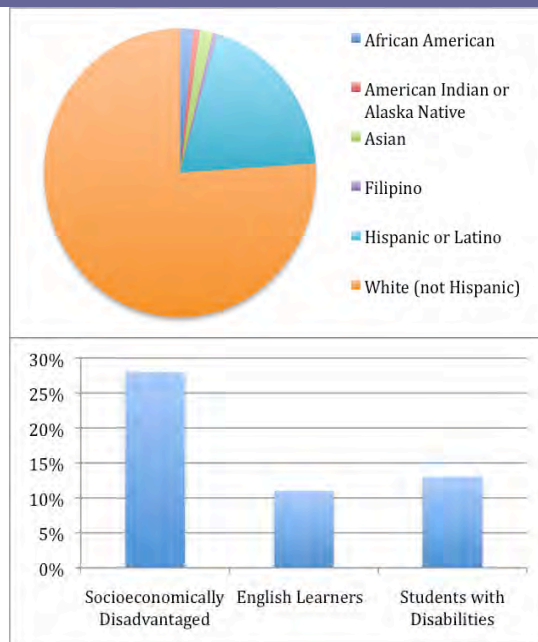
Petaluma High School

201 Fair Street
Petaluma, CA 94952
(707) 778-4651

Grades 9 – 12

Brian Howard, Principal
bhoward@pet.k12.ca.us

Student Enrollment: 1,365



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.

Petaluma High School began as a public school in 1873 making it one of the oldest high schools in California. PHS is offering students a rich educational experience, with the opportunity to participate in award winning programs immersed in tradition. The educational vision of Petaluma High School is to provide academic, vocational, and individual success for all students grounded in rigor, compassion, and equity. The educational mission of Petaluma High School is to provide a student-centered academic and vocational curriculum with a safe and exciting learning environment conducive to fostering higher learning, critical thinking skills, responsibility and preparation for college and careers beyond high school.

During the 2009-2010 school-year the new Arts, Media and Entertainment building was opened with two art studio classrooms, photography lab, video studio, and four regular classrooms. The Arts Media and Entertainment program includes education in digital and print photography. Students interested in filmmaking partake in the film program, while those interested in drawing, painting, sculpture, and other art forms participate in the core Art program that culminates in Advanced Placement Art. Petaluma High School offers students in 11th and 12th grade Small Learning Communities in preparation for college and careers: Agri-Science and Agricultural Mechanics, Business Communications and Information Technology, Engineering, Design and Apprenticeship Trades Skills, Fine Arts, Media and Entertainment, Health & Human Services, Wildlife and Natural Science.

Moreover, Petaluma High School offers students a challenging college preparatory and Advanced Placement programs that promote student success and leadership! Brochures are available upon request.

Student Performance

Students Proficient or Above

English/Language Arts	64 %
Mathematics	29 %
Science	66 %
History/ Social Science	51 %

Academic Progress

Indicator

2010 Growth API Score (from 2010 Growth API Report)	802
Statewide Rank (from 2009 Base API Report)	8
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

High School Completion

Graduation Rate	95%
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Post-Secondary Preparation

Students who completed a Career Technical Education Program and earned a high school diploma	36.4%
Graduates who completed all courses required for UC or CSU admission	30%

Teachers

With Full Credential	69
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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High School



Petaluma High School

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(707) 778-4651

Grades 9 – 12

Brian Howard, Principal
bhoward@pet.k12.ca.us

CDS Code: 49-70862-4935151

Petaluma Joint Union High School District

Greta Viguie, Superintendent
gvguie@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.

Petaluma High School (PHS) is located one mile from downtown, historic Petaluma. It is a comprehensive public high school serving 1,365 students in grades 9-12 since 1873 making it one of the oldest high schools in California offering students an educational experience immersed in tradition. The Petaluma High School staff includes 69 certificated teachers, four academic counselors, a Project Success counselor, a full-time librarian, a Safe School Support Specialist, three administrators, and 51 classified support staff members. Moreover, we have the part-time services of a school nurse, a school psychologist, a speech and language specialist, a migrant education worker, and the full-time services of instructional assistants in bilingual and special education.

The educational vision of Petaluma High School is to provide academic, vocational, and individual success for all students grounded in rigor, compassion, and equity. The educational mission of Petaluma High School is to provide a student-centered academic and vocational curriculum with a safe and exciting learning environment conducive to fostering higher learning, critical thinking skills responsibility and preparation for college and careers beyond high school.

Petaluma High School offers students the following Small Learning Communities in preparation for college and careers: Agri-Science and Agricultural Mechanics, Business Communications and Information Technology, Engineering, Design and Apprenticeship Trades Skills, Fine Arts, Media and Entertainment, Health & Human Services, Wildlife and Natural Science. Moreover, Petaluma High School has a rich tradition, robust Advanced Placement program and award winning programs that promote student success and leadership! Brochures are available upon request or visit to the school.

Petaluma High School has developed Small Learning Communities in grades 9-12. In grade 9 the students are teamed in classes by English, math and science. In grade 10 they are teamed by English, World History and Biology. In the 11 and 12 grades students are teamed according to the career cluster they choose. Career clusters are based on the elective classes that students choose to explore. The SLCs, teams and career clusters are designed to help students get involved further in the community, experience a more personalized learning environment on site and provide

Data & 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.



students with the opportunity to apply their learning in an authentic manner in preparation for post-secondary education and careers beyond high school. Petaluma High School offers students the following Small Learning Communities in preparation for college and careers: Agri-Science and Agricultural Mechanics, Business Communications and Information Technology, Engineering, Design and Apprenticeship Trades Skills, Fine Arts, Media and Entertainment, Health & Human Services, Wildlife and Natural Science. Moreover, Petaluma High School has a rich tradition, robust Advanced Placement program and award winning programs that promote student success and leadership! Brochures are available upon request or visit to the school.

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During the 2009-2010 school year teacher teams working in Professional Learning Communities, subject and/or grade level alike, continue to enhance the learning environment and achievement for all students by focusing on opportunities to enhance instructional strategies, develop curriculum and assessments and reflect upon student performance within the instructional core. Petaluma High School has had non-formal professional learning communities for years.

The Petaluma High School staff and community are proud of the programs we offer which are focused on student achievement and enhanced learning experiences. Our school offers many student support services to assist students in achieving their academic, post secondary, and career-oriented goals. These services include: guidance and counseling services, after-school teacher-led math tutoring, CSF student-led tutoring services, bilingual instructional assistance, Migrant Education Advisory program, English language learner support, Special Education services, speech and language services, services of a school psychologist, safe school services, and nursing services.

Opportunities for Parental Involvement

Contact

Brian J Howard, Principal
(707) 776-4652

Petaluma High School places a high value on fostering strong parent/school communication and we are committed to having our parents get involved. Our school has a long-standing tradition of parental involvement and support and we provide many opportunities for such involvement. These include:

- Agriculture Advisory Board
- Engineering and Design Apprenticeship Trade Skills Advisory Board
- Athletic, Music, and Library Booster Clubs
- Parent-Teacher-Student Association
- English Learner Advisory Council
- School Site Council
- Wildlife Museum Advisory Board
- Project Graduation Organizational Committee

We are in the early stages of establishing a student-mentoring program through Mentor Me Petaluma, a program of one-to-one support currently being offered in the District's K-8 schools.

In addition to parent support groups, we receive solid support from the Petaluma Educational Foundation, Rotary International, the Chamber of Commerce, the Healthy Community Consortium, and many business and individual volunteers. Of particular note is the number of retirees from the trade industry who serve as classroom volunteers in our Career Technical Education classes.

Student Enrollment 2009-10

By Grade

Grade	# Students
Grade 9	326
Grade 10	377
Grade 11	312
Grade 12	350

Total

1,365

By Group

African American	2 %
American Indian or Alaska Native	1 %
Asian	2 %
Filipino	1 %
Hispanic or Latino	19 %
Pacific Islander	0
White (not Hispanic)	76 %
Multiple or No Response	0
Socio-Economically Disadvantaged	28 %
English Learners	11 %
Students with Disabilities	13 %



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	24.5	25	37	2	24.7	18	41		23.5	10	46	
Mathematics	24.7	22	33	1	24.3	20	31	1	23.3	14	47	
Science	25.0	14	36		25.3	12	36		23.5	9	32	
Social Science	28.9	1	48	1	29.7	1	39	2	27.1	3	37	

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

The School Safety Plan is designed to provide a framework for protecting students, staff, and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements and District policy and Administrative Regulations.

The school staff and administration have plans to be trained in Emergency Response according to the Federal Emergency Management Agency guidelines and certification processes during the 2007-08 school year. The School Safety Plan was most recently reviewed, updated, and discussed with school faculty on February 1, 2010.

Suspensions and Expulsions

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	11.6 %	10.9 %	8.47 %	10.5 %	11.3 %	not available
Expulsions	0.6 %	0.6 %	1.02 %	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

Sitting on approximately 24 acres, Petaluma High School was built and completed in 1935. A new science and math building was completed in October of 2000. The main building was completely remodeled in December 2001. Modernization was recently completed on Petaluma High's D-Wing building during the summer of 2005.

During the 2009-2010 school-year the new Arts, Media and Entertainment building was opened. The Arts Media and Entertainment program includes education in digital and print photography with a full service laboratory. Students interested in filmmaking partake in the film program, while those interested in drawing, painting, sculpture, ceramics, and other art forms participate in the core Art program that culminates in Advanced Placement Art. Petaluma High School offers students the following Small Learning Communities in the 11th and 12th grades in preparation for college and careers: Agri-Science and Agricultural Mechanics, Business Communications and Information Technology, Engineering, Design and Apprenticeship Trades Skills, Fine Arts, Media and Entertainment, Health & Human Services, Wildlife and Natural Science.

The entire campus consists of the following: 83 classrooms, a wildlife museum, auto shop, wood shop, metal shop, and an agricultural shop.

Athletic facilities include a gymnasium; baseball, football, and softball fields; weight room; and swimming pool.

The school is in excellent condition. There are two day custodians and six evening custodians that keep the campus up and running. The District Grounds and Maintenance department process work orders in a timely manner.

Date of completion is scheduled for June of 2009. Resurfacing of F-Wing roof and parking lot occurred in January 2009.

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 2009-10 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%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Exemplary</td> <td style="width: 25%;">Good</td> <td style="width: 25%;">Fair</td> <td style="width: 25%;">Poor</td> </tr> <tr> <td></td> <td style="text-align: center;">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	75	75	69	284
Without Full Credential	0	1	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	1
Total Teacher Mis-assignments	0	0	1
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)	0
Library Media Services Staff (paraprofessional)	0
Psychologist	1.0
Social Worker	0
Nurse	1.0
Speech/Language/ Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Academic Counselor	297

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 past two school years we have not had funding dedicated to staff for professional development.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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	Grade 9-12: Literature, Prentice Hall, 2002; Timeless Voices, Timeless Themes, 2003; Grade 7-8: Glencoe Readers' Choice or Holt Series, 2003	0%
Mathematics	Grade 8-12 Geometry: McDougall Littell or CPM, 2008 Grades 8-12 Algebra: Prentice Hall or CPM, 2008	0%
Science	Grade 7-8: Science and Technology or Science Explorer, 2001; Grade 9-12 Physical Science: Physical Science Concepts with Glencoe Earth Science, Holt Science Spectrum, or Prentice-Hall, 2002; Grade 10-12 Chemistry: Chemistry, Addison Wesley, 2002; Essentials of Human Anatomy & Physiology, 8 th Edition; , 2005	0%
History- Social Science	Grades 10-12: McDougall Littell or Prentice Hall, 2006-07; Heritage of World Civilization- Combined Volume, 2006-07; Grade 12: McGruder and Holt,, 2006-07; The World: A History, 2008-09; Foundations of Economics, AP Edition, 2006-07	0%
Business	iCheck Series: Microsoft Office 2003, 2006-07	n/a
Foreign Language	Language, 3 rd Edition, 2006-07	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:

- Gifted and Talented Education (GATE)
- English Learner support
- Immigrant student support
- School and Library Improvement Block Grant program funds
- Arts , Music and Library -Measure C Parcel Tax Funds
- Agriculture Incentive Grant
- 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	58	62	64	54	59	62	46	50	52
Mathematics	23	25	29	38	39	44	43	46	48
Science	66	66	66	61	64	65	46	50	54
History-Social Science	51	58	51	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	67	29	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	39	15	38	26
Pacific Islander	*	*	*	*
White (not Hispanic)	71	33	74	59
Male	60	30	66	58
Female	67	27	65	44
Economically Disadvantaged	45	19	46	33
English Learners	13	10	17	11
Students with Disabilities	31	13	52	32
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.

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	13.7%	28%	43%

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/pf/>. Scores are not shown when fewer than ten students were tested.



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	8	8
Similar Schools	5	7	7

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	23	7	15	802
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	69	-12	28	676
Pacific Islander				
White (Not Hispanic)	15	18	20	813
Socio-economically Disadvantaged	37	7	19	704
English Learners			10	642
Students w/Disabilities	10	44	45	579

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		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	72.6	74.7	**	67.9	67.9	70.1	52.9	52.9	54
Math	64.4	68.0	**	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	28.2	25.8	45.9	34.7	40.8	24.5
Male	35.9	26.1	37.9	29.6	44.7	25.7
Female	21.7	25.6	52.8	39.1	37.4	23.5
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	54.4	22.8	22.8	53.8	38.5	7.7
Pacific Islander	*	*	*	*	*	*
White (Not Hispanic)	19.2	25.5	55.2	27.3	41.6	31.1
English Learners	68.4	22.8	8.8	67.9	30.4	1.8
Economically Disadvantaged	50.5	27.1	22.4	51.9	38.7	9.4
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students w/Disabilities	59.1	15.9	25	63.6	31.8	4.5

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

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		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Dropout Rate	1.6 %	1.7 %	0.65 %	3.6 %	2.4 %	5.8 %	4.4 %	3.9 %	5.7 %
Graduation Rate	96.1 %	93.3 %	95%	89.3 %	86.8 %	2.1%	80.6 %	80.2 %	**

** Data not available.

Completion of High School Graduation Requirements

Group	Graduating Class of 2010	
	School	District
All Students	1365	
African American	5	
American Indian or Alaska Native	7	
Asian	11	
Filipino	N/A	
Hispanic or Latino	40	
Pacific Islander	N/A	
White (Not Hispanic)	279	
Socio-economically Disadvantaged	85	
English Learners	33	
Students with Disabilities	34	

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

Career Technical Education Participation (2009-10 School Year)

Measure	Participation
Number of pupils participating in CTE	673
Percent of pupils completing a CTE program and earning a high school diploma	36.4%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	9%

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	81 %
Graduates Who Completed All Courses Required for UC/CSU Admission	30 %

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	1	Science	1
Fine and Performing Arts	1	Social Science	2
Foreign Language	3	Other	2
Total # of Courses	12	Students in AP Courses	25.4 %

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/>.