

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

## San Antonio Continuation High School

### San Antonio High School

500 Vallejo Street  
 Petaluma, CA 94954  
 (707) 778-4758

Grades 10 – 12

Lyn Moreno, Principal  
[lmoreno@pet.k12.ca.us](mailto:lmoreno@pet.k12.ca.us)

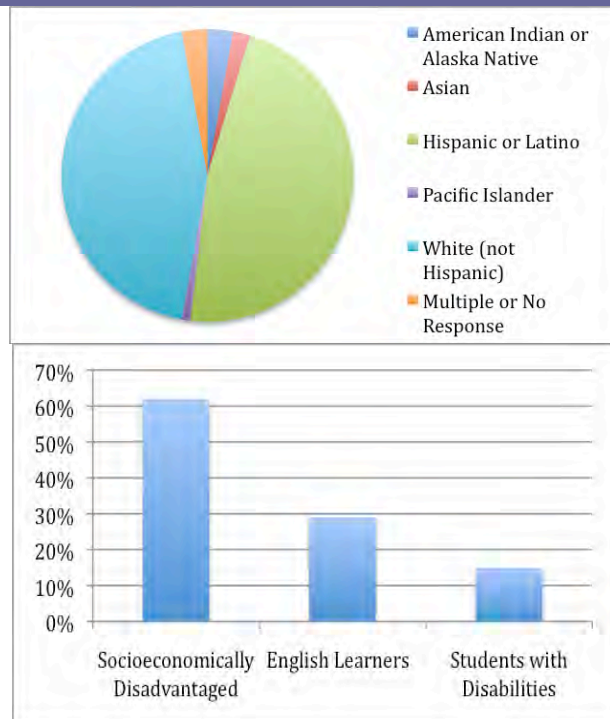
San Antonio High School (SAHS) is a continuation high school within the Petaluma City School District. SAHS understands that some students need a more individualized program to complete high school graduation requirements. Our students receive standards based instruction a supportive, small classroom environment. The opportunity for taking additional classes for credit retrieval is provided for those students who have fallen behind in credits at the comprehensive schools. Students are supported academically as well as emotionally through access to an academic counselor, a marriage and family therapy (MFT) counselor intern, and a very supportive staff. Post high school transitions and career planning are also a vital component of the educational environment.

Our school serves teen parents and their children in a Cal-SAFE Teen Parent program. These students have the opportunity to bring their children to our childcare while attending class in our high school.

San Antonio High School is accredited by the Western Association of Schools and Colleges (WASC). All district graduation requirements are offered at San Antonio High School.

Please contact the school to attend an informational meeting if you are interested in our school.

### Student Enrollment: 106



*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	11%
Mathematics	0%
Science	11%
History/ Social Science	10%

## Academic Progress

### Indicator

2010 Growth API Score (from 2010 Growth API Report)	483
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	10
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.

# 2009-10 School Accountability Report Card (SARC)

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(707) 778-4758

Grades 10 – 12

Lyn Moreno, Principal  
[lmoreno@pet.k12.ca.us](mailto:lmoreno@pet.k12.ca.us)

CDS Code: 49-70862-

### Petaluma Joint Union High School District

Greta Viguie, Superintendent  
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<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

San Antonio High School (SAHS) is a continuation high school within the Petaluma City School District. SAHS understands that some students need a more individualized program to complete high school graduation requirements. Our students receive standards based instruction a supportive, small classroom environment. The opportunity for taking additional classes for credit retrieval is provided for those students who have fallen behind in credits at the comprehensive schools. Our students are challenged and supported to achieve at their highest level through access to an academic counselor, a marriage and family therapy (MFT) counselor intern, and a highly qualified staff. Students are held to high expectations both academically and behaviorally. Post high school transitions and career planning are also a vital component of the educational environment.

All students have access to the following programs:

1. College prep
2. Career planning
3. Core programs
4. Intervention programs
5. California High School Exit Examination (CAHSEE) preparation courses
6. Teen Parent program and family planning
7. Drug and alcohol counseling
8. Crisis intervention
9. Outside work experience

SAHS serves teen parents and their children through our Cal-SAFE Teen Parent program. Teen parents not only have the intensive child development and parenting education opportunities, but their children are well cared for in our on-site childcare while the teens are attending classes in our high school.

San Antonio High School has a high graduation rate for our students, even though most students have joined us with credit deficiencies.

San Antonio High School is accredited by the Western

## 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.*

Association of Schools and Colleges (WASC). All district graduation requirements are offered at San Antonio High School.

### School Mission Statement and Vision

The mission of San Antonio High School is education. To that end, the purpose of San Antonio High School's instructional program is to provide a student-centered academic and vocational curriculum that fosters responsibility, citizenship, communication, and respect for others and the world in which we live, and a lifelong interest in learning.

To achieve this purpose, the school will provide a safe and orderly learning environment with an exciting and challenging curriculum offering subjects that develop skills, thinking ability, and a commitment to learning. Essential to our program are a strong staff, administrative leadership, current textbooks, sufficient materials and equipment, strong guidance/counseling services, and regularly scheduled student activities. We will work to foster open communication.

## Student Enrollment 2009-10

### By Grade

Grade	# Students
Grade 9	9
Grade 10	25
Grade 11	47
Grade 12	25
<b>Total</b>	<b>106</b>

### By Group

African American	0
American Indian or Alaska Native	3%
Asian <sup>2</sup>	%
Filipino	0
Hispanic or Latino	47%
Pacific Islander	1%
White (not Hispanic)	44%
Multiple or No Response	3%
Socio-Economically Disadvantaged	62%
English Learners	29%
Students with Disabilities	15%

## Opportunities for Parental Involvement

### Contact

Lyn Moreno, Principal  
(707) 778-4758

Parents are encourage to attend the informational meetings, parenting classes held periodically, and volunteer on site. All parents are encouraged to stay actively involved in their child's education. An "open door" policy is emphasized. For more information on how to become involved, please contact Lyn Moreno, Principal, at (707) 778- 4758

## 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	12.9	10	0		14.6	9	0		9			
Mathematics	7.9	8			8.3	9			9			
Science	18.3	3			18.3	3						
Social Science	14.6	11			13.1	11						

*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

In establishing support systems, all facets of the student are taken into account, including the social, emotional, behavioral, and family factors from which the student developed his or her unique strengths and challenges. Our intention as a staff is to maintain the integrity of the general spirit of the school programs while honoring the special needs of each student, and offering realistic alternative approaches towards the fulfillment of their academic and personal goals.

This is the first full year that this unique blend of personnel has been together at San Antonio High School. With a new Principal, a new bilingual counselor, and new counseling interns, we are working to establish a school culture that nurtures the whole student and the staff as well. This could even be considered a “school family” and for some students it is the beginning of learning how to be a part of a healthy family. Civility, trust, humor, honesty, sharing, personal responsibility, healthy boundaries, and attentiveness are attributes, which are actively encouraged. It is vitally important that each student is connected to not just one staff member, but all staff members in a meaningful way. Regular weekly staff and class meetings promote and support this atmosphere of quality relationships. It is within this atmosphere that each student can feel connected to something bigger than their self, which can provide them with a variety of support services responsive to their individual needs.

The principal, counselor, teachers and support staff meet weekly regarding the individual needs of the students. Their progress is assessed in terms of personal and academic growth. The students are looked at within the context of their personal history, social strengths and deficits, emotional resiliency, self-stated goals, family support, and relationship to staff. Warning signs of impending or ongoing crisis or trauma are given special attention.

Recommendations are made and follow-up may involve any or all of the staff. The counselor is also available to facilitate meetings between staff, students, and families.

As described earlier, San Antonio provides onsite personal counseling services in confidential and group settings. The school counselor is onsite five days each week. Students have access to social and emotional support daily. Currently, SAHS staff is encouraging students to sign up to see the counselor or principal. This is part of teaching them to empower themselves (i.e., come in during their time or sign up for an appointment) and to decrease enabling.

When specific needs are identified, subject-focused counseling groups are created. Areas of focus have been drug and alcohol issues, life transitions, loss, decision-making, social skills, depression, stress, and time management. Referrals are also made to outside counseling resources, which include County Mental Health, Petaluma People Services Center, AA/NA/Alateen, Child Protective Services, and private practice therapists/ doctors. The “Kid-Watch” and Student Support Team process provides for collaborative (staff/student/ parent) monitoring of student progress. Goals are set or revised, support services recommended, and program modification advised as needed. The school counselor, with input from the staff, manages career and post-graduate educational/ career goals.

Community and District resources, which have been made available to students, include: Project TUFF, the child assault prevention program, home/ hospital teachers, programs through Sonoma County Office of Education, the Safe Schools program, the Teen Center (help with job/ career search and guidance), the Petaluma Police Department, Petaluma People Services Center, and YEES (Youth Education Employment Service).

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty on November 17, 2010.

Suspensions and Expulsions						
Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	24.8 %	18.1 %	103.58 %	10.5 %	11.3 %	not available
<b>Expulsions</b>	0.0 %	0.9 %	8.72 %	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

The school consists of 11 class-rooms, a large classroom used as a multi-purpose room, a childcare building, playing field, basketball court, school garden, and an administrative office. All class-rooms were built in 2002. The childcare building was built in 1992 and the multi purpose room was built in 1974.

Maintenance staff ensures a clean, safe school by following a routine cleaning checklist. Safety is top priority and any unsafe situations are dealt with immediately. Any other repairs are handled with the cooperation of the District's Grounds and Maintenance department. San Antonio has a full time employee that cleans the school daily.

During 2005-06, water-free toilets were installed in restrooms. The parking lot was resurfaced and striped in the summer 2006.

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>				Good

*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	9	10	10	284
Without Full Credential	1	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	1
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
Other	0
<b>Average Number of Students per Academic Counselor</b>	<b>117</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. Each quarter, the Petaluma Alternative schools' teaching staffs meet for staff development. San Antonio staff has also joined with the Marin County Alternative High Schools in a Professional Learning Community that meets quarterly for staff 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	Grades 7-8: Glencoe Readers' Choice or Holt Series, Adopted 2003 Grades 7-12 English Intervention: Language!, Adopted 2005	0%
Mathematics	Grade 7: Prentice Hall, Adopted 2008 Grade 8-12 Algebra: Prentice Hall or CPM, Adopted 2008 Grade 8-12 Geometry: McDougall Littell or CPM, Adopted 2008	0%
Science	Grade 7-8: Science and Technology, Adopted 2001 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	0%
History- Social Science	Grade 7-8: Holt or History Alive Series, Adopted 2005 Grade 10 -11: McDougall Littell or Prentice Hall, 2006-07 Grade 12: Macgruder and Holt , Adopted 2006-07	0%
Foreign Language	n/a	n/a
Health	Grades 7-8: Glencoe Readers' Choice or Holt Series, Adopted 2003 Grades 7-12 English Intervention: Language!, Adopted 2005	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
<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	14	16	11	54	59	62	46	50	52
Mathematics	0	3	0	38	39	44	43	46	48
Science	14	20	11	61	64	65	46	50	54
History-Social Science	8	7	10	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	2	0	6	9
Pacific Islander				
White (not Hispanic)	22	0	18	13
Male	8	0	12	11
Female	17	0	8	10
Economically Disadvantaged	5	0	4	15
English Learners	0	*	0	0
Students with Disabilities	0	*	*	0
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
7	**	**	**

*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.*

\*\* Data not available

# 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	API is not measured for small schools		
Similar Schools			

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	24	12	-36	483
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (Not Hispanic)				

Socio-economically Disadvantaged

English Learners

Students w/Disabilities

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	25.0	25.0		67.9	67.9	70.1	52.9	52.9	54
Math	6.2	6.2	9.1	61.8	61.8	63.9	51.3	51.3	53.4

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

### 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	*	*	*	90.9	9.1	0
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	*	*	*	*	*	*

## 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	50.0	25.6	**	3.6%	2.4%	**	4.4 %	3.9 %	**
Graduation Rate	89.3	86.8	**	**	**	**	80.6 %	80.2 %	**

\*\* Data is not available.

## Completion of High School Graduation Requirements

Group	Graduating Class of 2010	
	School	District
All Students	Data is not available	

*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)

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

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

Measure	Participation
Number of pupils participating in CTE	0
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

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> </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> |
|--|--|

# 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	26.6%

### 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
<b>Total # of Courses</b>	12	<b>Percent of Students in AP Courses</b>	25.8%

*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						
Math	Data not available					

### Average SAT Scores 2010

Subject	School	District	State
ELA	Data not available		
Math			

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