School Accountability Report Card
Reported for School Year 2006-07
Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at http://data1.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information
This section provides the school's contact information.

School		District	
School Name	Barstow High School	**District Name**	Barstow Unified School District
Street	430 South First St.	**Phone Number**	(760) 255-6006
City, State, Zip	Barstow, CA 92311-2213	**Web Site**	www.barstow.k12.ca.us
Phone Number	760 255-6105	**Superintendent**	Jerry Bergmans, Ph.D.
Principal	Claire Ellis, Ph.D.	**E-mail Address**	jerry_bergmans@busdk12.com
E-mail Address	claire_ellis@busdk12.com	**CDS Code**	36676113630803

School Description and Mission Statement
This section provides information about the school's goals and programs.

Barstow High School's mission is to prepare all students for the choices, challenges, and opportunities in their future. This is accomplished by ensuring that students will be able to read, write, compute, and use technology; demonstrate the ability to process information and use critical thinking skills to solve problems; and prepare for post-secondary opportunities.

Opportunities for Parental Involvement
This section provides information about opportunities for parents to become involved with school activities.

Barstow High School has an active Site Council, Band Booster Club, and Football Booster Club. Additionally, a parent coordinator facilitates quarterly meetings, called the Principal's Forum, and coordinates training sessions for parents in such areas as completing college applications and the FAFSA. Each "house" has four parent meetings per year, and the school also conducts an Open House in the fall.

Student Enrollment by Grade Level
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	602
Grade 10	510
Grade 11	438
Grade 12	381
Ungraded Secondary	0
Total Enrollment	1931

Student Enrollment by Group
This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	17 %	White (not Hispanic)	31.9 %
American Indian or Alaska Native	2.28 %	Multiple or No Response	0.73 %
Asian	1.81 %	Socioeconomically Disadvantaged	41 %
Filipino	1 %	English Learners	11 %
Hispanic or Latino	44 %	Students with Disabilities	9 %
Pacific Islander	1.4 %		

Average Class Size and Class Size Distribution (Secondary)
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).

Subject	2004-05 Avg. Class Size	2004-05 Number of Classrooms 1-22	2004-05 Number of Classrooms 23-32	2004-05 Number of Classrooms 33+	2005-06 Avg. Class Size	2005-06 Number of Classrooms 1-22	2005-06 Number of Classrooms 23-32	2005-06 Number of Classrooms 33+	2006-07 Avg. Class Size	2006-07 Number of Classrooms 1-22	2006-07 Number of Classrooms 23-32	2006-07 Number of Classrooms 33+
English	29.1	13	24	24	30	11	20	34	29	9	35	21
Mathematics	31.8	4	21	25	31.3	4	24	24	29	13	23	21
Science	31.5	3	19	14	31	5	16	23	28	7	26	10
Social Science	32.3	3	22	32	32.9	3	23	40	30	9	31	16

II. School Climate

School Safety Plan
This section provides information about the school's comprehensive safety plan.

Date of last review/update – August, 2005
Date last discussed with staff – August, 2005

School Discipline Practices
This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Advancement via Individual Determination (AVID) assists students in completing courses required for the university.

Link Crew is a transition program for freshman students. It assists 9th graders through the assistance of 11th and 12th grade mentors.

All 9th and 10th grade students are organized into "houses" which consist of approximately 150 students served by five teachers.

Various student organizations include AP Club, GATE Club, California Scholarship Federation, French Club, German Club, Key Club, Los Amigos, Minority Student Alliance, Photo Club, Science Club, Sober Club, Thespian Club, Wrestlerettes, CAAT's Club (Catering), Faith Club, Chess Club, and LinkCrew Club.

Student-sponsored activities include the Powder Puff Game, Mr. Aztec Competition, the painting of the "B," and student produced assemblies.

A schoolwide workshop called "Breaking Down the Walls" is offered each year to unify the student body.

Suspensions and Expulsions
This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	48.5	43.9	38.7	42.5	38.5	35.7
Expulsions	1.4	1.8	0.8	1.1	1.1	0.8

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Barstow High School encompasses 23 acres in roughly the center of town. The administration building was built in 1936, the gym and adjacent building in 1937. The rest of the campus was built in the late 40's – early 50's. The physical plant was "modernized" in 1992.

Recently, two new buildings were added to the campus at Barstow High School – a new state-of¬the-art science building and a new gymnasium. Landscaping has been completed. The other facilities have been upgraded with new carpeting and other improvements.

No deficiency of facilities was observed by District personnel (Maintenance, Operations, Supervisor) on their walk of September 26, 2007. SBCSS Williams Inspection 9/17/08.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. There were no reported complaints on the quarterly reports filed with the county.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	Girls Gym Door northeast corner not functionin properly Reported complete 10/19/07
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	Chipping Paint:between 20 & 24, hall between 40 row, mens rest-room near 44, main office outside. 10/26/07
Structural Damage	[X]	[ ]	[ ]	
Fire Safety	[ ]	[X]	[ ]	No Fire Extinguishers in the following rooms: 13,14,15,24,42,5,50 53,55,57,6,61,64,71,74. Elevator not operational Main Gym. 10/26/07
Electrical (interior and exterior)	[X]	[ ]	[ ]	
Pest/Vermin Infestation	[X]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	Library: Drinking Fountain not functional. Complete 10/27/07
Restrooms	[X]	[ ]	[ ]	Girls Restroom near room 74: Stall door needs replacement Complete 10/17/07
Sewer	[X]	[ ]	[ ]	
Playground/School Grounds	[X]	[ ]	[ ]	
Roofs	[X]	[ ]	[ ]	
Overall Cleanliness	[X]	[ ]	[ ]	

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

"Good Repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facility Inspection Tool developed by the State of California Office of Public School Construction.

The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is usewd to ensure efficient service and that emergency repairs are given the highest priority.

IV. Teachers

Teacher Credentials

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/.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	55	58	69	306
Without Full Credential	16	21	14	36
Teaching Outside Subject Area of Competence	9	10		N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (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 Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	24	19	
Total Teacher Misassignments	24	19	
Vacant Teacher Positions		0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	82.7 %	17.3 %
All Schools in District	85 %	15 %
High-Poverty Schools in District	82 %	18 %
Low-Poverty Schools in District	%	%

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Substitutes are always provided when the teacher is absent.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Tenured teachers are evaluated every two years in accordance with the California Standards for the Teaching Profession. Probationary teachers are evaluated yearly.

V. Support Staff

Academic Counselors and Other Support Staff

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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	482
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays availability to each pupil, includingEnglish Learners, of a standards-aligned (kindergarten and grades one through twelve) and state-adopted (kindergarten and grades one through eight) or locally-adopted (grades nine through twelve) textbook or instructional materials, or both, to use in class and to take home. This information was collected during September 2007.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	K-5: Houghton Mifflin, 2003 6-12: McDougal Littell, 2001	0
Mathematics	K-5: Scott Foresman, 2001 6th: *Mathematics Structure and Method, Course I*, McDougal Littell, 2001 7th: *Mathematics Structure and Method, Course II*, McDougal Littell, 2001 8th: *Algebra*, McDougal Littell, 2000 9-12: *Algebra 1 and 2, Geometry,* McDougal Littell, 1998 *Calculus of a Single Variable,* and *Pre Calculus with Limits* , Houghton Mifflin, 2006 and 1997	0
Science	K-5: Scott Foresman, 2008 6-8: Pearson-Prentice Hall, 2008 9-12: *Chemistry* (2008), *Conceptual Physics* (2006*), Biology* (2008) – Prentice Hall, *Physics* – Holt, 2007	0
History-Social Science	K-5: Scott Foresman, 2006 6-8: McDougal Littell, 2006 9-12: *Economics* - McGraw Hill 2004 *American Government: Continuity and Change* – Pearson Longman 2004 *World History: The Modern World* – Prentice Hall 2006 *The Americans: Reconstruction to the 21st Century*, McDougal Littell 2006	0
Foreign Language	French: *Discovery French* – ECM/ Paradigm German: *Deutsch Aktuell* – ECM/ Paradigm Spanish: *Paso a Paso* – Scott Foresman	0
Health	9-12: *Health Skills for Wellness* - Prentice Hall	0
Science Laboratory Equipment (grades 9-12)		0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$6508	$2310	$4198	$53,361
District	N/A	N/A	$7033	$49,779
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	$4,943	$58,776
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Categorical funds support instructional aides in the ELL program; additional technology and software programs, including Rosetta Stone and Compass Learning; transportation for after-school tutoring; field trips for GATE students; tutors for AVID students; training for teachers; and consultants who work with the math department and new teachers.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,743	$38,479
Mid-Range Teacher Salary	$53,361	$60,306
Highest Teacher Salary	$69,486	$74,193
Average Principal Salary (Elementary)	$81,715	$92,985
Average Principal Salary (Middle)	$83,760	$98,305
Average Principal Salary (High)	$91,871	$107,384
Superintendent Salary	$124,476	$155,314
Percent of Budget for Teacher Salaries	39 %	41 %
Percent of Budget for Administrative Salaries	6 %	6 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	29	30	29	29	30	32	40	42	43
Mathematics	6	5	6	27	27	28	38	40	40
Science	10	18	25	12	18	24	27	35	38
History-Social Science	19	16	10	18	16	14	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	14	2	8	7
American Indian or Alaska Native	39	14	*	6
Asian	48	17	*	36
Filipino	*	*	*	*
Hispanic or Latino	22	4	21	7
Pacific Islander	32	0	*	31
White (not Hispanic)	45	9	36	13
Male	28	8	28	12
Female	31	4	21	8
Economically Disadvantaged	20	4	16	8
English Learners	5	1	5	2
Students with Disabilities	3	2	3	1
Students Receiving Migrant Education Services	*		*	

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

The District has developed criterion-referenced tests in the areas of reading/language arts and math. These tests are administered each trimester and allow teachers the opportunity to assess what students know and what needs to be retaught for mastery. CRT scores are indicated on the individual student report card.

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	41.9	40	49	40	38	51	36	33	49
Mathematics	42.2	40	45	32	30	47	37	34	50

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	64	22	14	63	28	9
Male	68	18	14	62	27	11
Female	60	26	14	64	28	8
African American	81	18	2	89	11	0
American Indian or Alaska Native						
Asian	44	11	44	56	22	22
Filipino	50	50	0	25	25	50
Hispanic or Latino	69	19	12	67	27	6
Pacific Islander						
White (not Hispanic)	51	28	21	47	36	17
English Learners	88	10	2	80	16	4
Socioeconomically Disadvantaged	75	17	8	73	22	6
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	97	3	0	97	3	0

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
9	24

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	3	3	2
Similar Schools	4	3	2

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	8	-15	-7	602
African American	-9	-3	-6	531
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	4	-12	-1	578
Pacific Islander				
White (not Hispanic)	25	-20	-10	663
Socioeconomically Disadvantaged	23	-5	-3	563
English Learners	N/A		-34	529
Students with Disabilities	N/A	39	-4	425

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	Yes
API	No	Yes
Graduation Rate	Yes	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38.5

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	1.2	2.8	2.5	4	7	5	3	3	4
Graduation Rate	89.2	90.9	89.8	83	83	78	85	85	83

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/. *Note: "N/A" means that the student group is not numerically significant.*

Group	Graduating Class of 2007		
	School	District	State
All Students	76	78	N/A
African American	67	74	N/A
American Indian or Alaska Native	100	87	N/A
Asian	88	88	N/A
Filipino	50	50	N/A
Hispanic or Latino	73	77	N/A
Pacific Islander	57	57	N/A
White (not Hispanic)	86	87	N/A
Socioeconomically Disadvantaged	68	74	N/A
English Learners	100	100	N/A
Students with Disabilities	0	0	N/A

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	771
Percent of pupils completing a CTE program and earning a high school diploma	100
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	73.5
Graduates Who Completed All Courses Required for UC/CSU Admission	29.1

Advanced Placement Courses

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. Detailed information about student enrollment in AP courses can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science	3	N/A
All courses	7	6

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Online preparation courses are available for SAT.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ds/sp/ai/. *Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test	22.8	29.1	33.1
Average Verbal Score	455	452	441
Average Math Score	467	459	446
Average Writing Score	N/A	456	440

XI. Instructional Planning and Scheduling

School Instruction and Leadership
This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The Chairpersons of each school department meet monthly with the principal to discuss curriculum concerns. They also meet monthly with their departments to insure that the instructional program is dynamic and in accord with state standards and frameworks.

The School Site Council monitors the budget to insure that expenditures are in alignment with the school plan.

Professional Development
This section provides information about the program for training the school's teachers and other professional staff.

Staff development is ongoing through off-campus conferences, county staff development facilitators who offer specific training, and staff members who share information in areas of expertise. Consultants work with the math department and new teachers.

Instructional Minutes
This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	65,228	64,800
10	65,228	64,800
11	65,228	64,800
12	65,228	64,800

Continuation School Instructional Days
This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

Minimum Days in School Year
The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Seven days are allocated per year for curriculum work and two days for final examinations.