

Berkeley High School

1980 Allston Way ♦ Berkeley, CA 94704 ♦ (510) 644-6120 ♦ Grades 9-12
Pasquale Scuderi, Principal

2009-10 School Accountability Report Card

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Berkeley Unified School District

2134 Martin Luther King Jr. Way
Berkeley, CA 94704-1180
Phone: (510) 644-6348

www.berkeley.net

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We are proud to present our annual report for the 2009-10 school year. We publish this report every year to share important facts about our school with the public we serve. It is our goal to present a clear picture of our students' academic achievements as well as the facts about our teachers and support staff who help make learning possible. In this report, you will find information about our teachers, students, test scores, resources, and finances. Many qualities contribute to making a public school successful, and no single report can fully describe them all. We've done our best to present a wide range of facts, and, when possible, we feature this data alongside data for other schools at the same grade level in the county and state. We believe that viewing the facts about our school compared to other schools in the district and state provides the most insight.

New to BHS was the creation of the Green Academy which includes the Sustainable Energy and Environmental Science pathways, and has been combined with our School of Social Justice and Equality (SSJE).

Also new was the implementation of a school wide advisory – 25:1 ratio of credentialed teacher to advisees. Each BHS student has one of their teachers as his or her advisor. The curriculum provides a common fund of knowledge, skills, and experiences that will serve all students as they navigate the high school years into college and careers.

Test results make up a large portion of this report. We present summaries of our schoolwide results on the California Standards Tests (CST) and the California Achievement Test (CAT/6). In addition, we report how well different groups of students have performed on these tests and how schoolwide scores have improved or declined over the past three years. You'll also see how our school looks through the lenses of federal and state measures of progress. These measures are the federal Adequate Yearly Progress (AYP) and the state of California's Academic Performance Index (API). They often provide differing views of progress. Note: Our data does not include the API for BHS because the state requires a 95% participation rate, and we have not been able to reach that number. We continue to look for ways to educate our student and parent population that this test that is low stakes for students, can have a major impact on programs and funding, and can impact the way people look at our school.

To provide insight into our school's learning environment, we share facts about our students, and the education and experience level of our teachers. You'll also find estimates of how well prepared our teachers are. At the end of the report, we shed some light on our district's spending— including how much we spend per student compared to other districts like ours in the state.

Open communication between our school and our public is something we value highly, and it's a responsibility we take seriously. We hope this report will generate a dialogue between members of our community and school leadership. We invite you to join us in this discussion. To get involved at our school, please contact our school office.

District Profile

We serve a city founded on the ideal of quality public education. Since 1868 the proud home to a great public university, Berkeley established California's first accredited high school, and in 1968 was the nation's first school district to desegregate without a court order. Our goal is always to give each of our children an equal opportunity to achieve the productive and fulfilled life that education brings.

With an enrollment of just over 9,000 students, Berkeley has 16 schools, from kindergarten through high school, plus extensive preschool and adult education programs. Its eleven elementary schools, with an average enrollment of about 379, are the product of an enduring community commitment to providing small, nurturing environments for our youngest students. Each school's student body represents the full spectrum of Berkeley families, both culturally and economically.

District Mission Statement

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Berkeley Unified School District's Vision

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged and welcomed partners in their child's education, who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

Our Schools are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

Values and Beliefs of Berkeley Unified School District:

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

Our Community

Berkeley is a community as diverse as any in the nation—and our shared goal is to provide all students with the range of educational experiences that will inspire them to excel. Berkeley teachers are some of the state's experts in teaching classrooms full of students with different achievement levels, learning styles, native languages, and family resources. Our schools feature:

- a respected Early Literacy Program,
- a comprehensive arts and music education,
- enriched programs in science, English as a Second Language, and other disciplines,
- a Universal Learning Support System (ULSS) at each K-5 and 6-8 school designed to offer immediate support services to students and families in need,
- a nationally recognized healthy lunch program coupled with nutrition education for our students through hands-on science, gardening and cooking programs, and
- an extensive athletic program. Berkeley High School boasts more team sports than any public school west of the Mississippi.

There is something for everyone here!

Opportunities for Parent Involvement

Parents contribute time in a variety of ways on the Berkeley High School campus, including participating in the PTA's fundraising and/or committees, volunteering in their student's classroom by working with small groups, correcting papers, and other ways of donating their time. Parents may also participate in various committees and organizations. Numerous programs and activities are enriched by the generous contributions made by the Rotary Club, as well as various other organizations and business in the community which donate resources and time at the school.

Class Size and Distribution

This table displays by the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Average Class Size & Class Size Distribution (Secondary)				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2007-08				
English	27.1	16	91	20
Mathematics	26.6	28	70	20
Science	30.2	10	56	48
Social-Science	27.9	10	113	16
2008-09				
English	25.0	31	95	4
Mathematics	25.7	33	70	13
Science	28.4	13	64	27
Social-Science	27.1	17	115	13
2009-10				
English	19.0	63	74	7
Mathematics	25.0	39	53	36
Science	25.7	36	88	25
Social-Science	24.3	25	75	11

Professional Development

About 12 percent of our teachers have fewer than three years of teaching experience, which is below the average for new teachers in other high schools in California. Our teachers have, on average, 11 years of experience. About 43 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 57 percent have completed a master's degree or higher.

About 94 percent of the faculty at Berkeley hold a full credential. This number is close to the average for all high schools in the state. About three percent of the faculty at Berkeley hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of high school teachers throughout the state hold trainee credentials. About three percent of our faculty hold an emergency permit. Very few high school teachers hold this authorization statewide (just five percent). All of the faculty at Berkeley hold the secondary (single-subject) credential. This number is the same as the average for high schools in California. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach.

Our Schools

With an enrollment of just over 9,000 students, Berkeley has 16 schools, from kindergarten through high school, plus extensive preschool and adult education programs. It's eleven elementary schools, with an average enrollment of about 379, are the product of an enduring community commitment to providing small, nurturing environments for our youngest students. Each school's student body represents the full spectrum of Berkeley families, both culturally and economically.

The Berkeley Community believes in well-maintained and safe schools and generously supports the maintenance and safety of our facilities. In 2010, a dedicated maintenance parcel tax, approved by 80% of the voters, and a new construction bond measure, approved by 77% of the voters, ensures that our district can adequately respond to growing enrollment and continue to offer safe and modernized places of learning for our students.

Over 98 percent of Berkeley teachers are qualified with full state-certified teaching credentials, and many have earned post-graduate degrees in their areas of expertise. There are ten national board certified teachers in our district, including the first special education teacher to receive a national board certification.

Enrollment by Student Group	
2009-10 Enrollment: 3,349	
Black or African American	26
American Indian or Alaska Native	0
Asian	8.21
Filipino	1
Hispanic or Latino	18
Native Hawaiian/Pacific Islander	0.21
White	33
Two or More Races	
Socioeconomically Disadvantaged	28
English Learners	8
Students with Disabilities	9

Suspensions & 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.

Suspension Rates						
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	14.1	18.2	14.3	18.3	23.8	22.1
Expulsions	0.2	0.5	0.2	0.1	0.5	0.2

Types of Services Funded

The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Project (BSEP). We used BSEP funds, along with state and federal funds, to support improving student achievement, sending teachers to staff development, and purchasing instructional materials for classrooms. Our PTA's fund-raising efforts support many activities and supplies, including field trips, assemblies, family nights, afterschool enrichment scholarships, teachers' classroom requests, classroom library books, and more.

We are required to report financial data from the 2007-08 school year by the California Dept. of Education. More recent financial data is available on request from the district office.

Spending per Student

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 3,068 students during the 2007-08 school year.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.

Expenditures Per Pupil and Teacher Salaries (FY 08-09)

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/>.

Expenditures Per Pupil and Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supp.	Basic	
School	\$6,533	\$1,024	\$5,509	\$56,100
District	--	--	\$5,852	\$0
State	--	--	\$5,681	\$65,399
Percent Difference (School/District)			-6.2	-11.5
Percent Difference (School/State)			0	-14.5

Teacher and Administrative Salaries (FY 08-09)

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/>.

Teacher and Administrative Salaries		
Category	District Amount	State Average
Beginning Teacher Salary	\$0	\$41,209
Mid-Range Teacher Salary	\$0	\$65,228
Highest Teacher Salary	\$0	\$83,339
Superintendent Salary	\$0	\$179,589
Average Principal Salary (Elementary)	\$0	\$103,189
Average Principal Salary (Middle)	\$0	\$108,789
Average Principal Salary (High)	\$0	\$119,247
% of Budget (Teacher Salaries)	35.6	40.7
% of Budget (Administrative Salaries)	6.8	5.9

Core Academic Classes Taught by NCLB 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/tg/>.

% of Classes In Core Academic Subjects Taught by Teachers Who Are		
Level	NCLB Compliant	Non-NCLB Compliant
This School		
All Schools in District		
High-Poverty Schools		
Low-Poverty Schools		

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.

Academic Counselors and Other Support Staff	
Title	# of FTE Assigned to School
Academic Counselor	
Average # of Students per Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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/>.

Teacher Credentials				
Teachers	School			District
	07-08	08-09	09-10	09-10
With Full Credential	163	173		
Without Full Credential	11	10		
Outside Subject Area of Competence	0	0	0	

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.

Misassignments/Vacancies			
	08-09	09-10	10-11
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

School Site Safety Plan

Berkeley High School dates back to the 1920s. The campus covers over 18 acres and strongly supports teaching and learning through its ample classroom and recreation space.

The safety of students and staff is our primary concern. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before-and-after school, staff members, administrators, and safety officers supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drill are held monthly, and intruder drills are held at least once a year.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in spring 2010.

Facilities Maintenance

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: September 27, 2010

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

Facility Conditions					
Item Inspected	Repair Status				Repair Needed / Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks/Mechanical/HVAC/Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall/Pest/Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety/Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage/Roofs	[]	[X]	[]	[]	
External: Grounds/Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Curriculum and Instructional Materials

The main fact about text books that Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for. 0% of Berkeley Unified School District's students lack their own assigned textbooks and/or instructional materials. All textbooks listed are the textbooks and instructional materials most recently approved by Berkeley Unified School District's and the State Boards of Education.

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.

Adopted Textbooks
Reading/Language Arts
Board Approved, Standards Aligned Texts for all Language Arts courses.
Mathematics
Broad approved, standards aligned texts for all math courses
History / Social Science
Board Approved, Standards Aligned Texts for all Social Science courses.
Foreign Language
Science
Board Approved, Standards Aligned Texts for all Science courses
Health
Visual & Performing Arts

California Physical Fitness Test Results

Every year, 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 scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

California Physical Fitness Test Results			
	4 of 6	5 of 6	6 of 6
Grade 5			
Grade 7			
Grade 9	22.3	28.0	21.7

DataQuest and Access to Data

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 (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners). Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served 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.

California Standards Tests (CST)

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).

Percent of Students Scoring At Proficient or Advanced									
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	51	56	56	52	59	59	46	50	52
Mathematics	25	25	25	47	52	52	43	46	48
Science	54	49	49	55	56	56	46	50	54
History-Social Science	40	50	50	42	50	50	36	41	44

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.

Percent of Students Scoring At Proficient or Advanced				
Student Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	49	24	46	51
Female	62	25	52	49
Black or African American	25	4	19	17
American Indian or Alaska Native	*	*		*
Asian	57	34	59	60
Filipino	59	18	*	*
Hispanic or Latino	40	12	32	29
Native Hawaiian/Pacific Islander	*	*	*	*
White	82	42	73	75
Two or More Races	62	26	57	53
Socioeconomically Disadvantaged	33	9	25	26
English Learners	5	4	7	5
Students with Disabilities	11	6	14	10
Students Receiving Migrant Education Services				

Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

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/>.

Program Improvement Status		
	School	District
PI Status		In PI
First Year of PI		2004-2005
Year in PI		Year 3

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
AYP Overall	No	No
Participation Rate:		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Percent Proficient:		
English-Language Arts	No	No
Mathematics	No	No
API	No	Yes
Graduation Rate (High Schools)	Yes	No
Number of Schools Currently in PI	N/A	10
Percent of Schools Currently in PI	N/A	62.5

2010 Growth API Comparison by Student Group

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.

API Changes			
Student Group	2010 Growth API		
	School	LEA	State
All Students at the School		785	767
Black or African American		643	686
American Indian or Alaska Native			728
Asian		826	890
Filipino			851
Hispanic or Latino		730	715
Native Hawaiian/Pacific Islander			753
White		911	838
Two or More Races		836	808
Socioeconomically Disadvantaged		700	712
English Learners		649	692
Students with Disabilities		585	580

Academic Performance Index (API)

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

API Ranks			
	2007	2008	2009
Statewide	6		
Similar Schools			

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.

API Changes			
Student Group	Actual Change		
	07-08	08-09	09-10
All Students at the School	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races			
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

California High School Exit Examination

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 (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results for All Students			
Subject	School	District	State
2007-08			
English	44.4	58.5	52.9
Mathematics	43.3	55.9	51.3
2008-09			
English	64.1	63.1	52.0
Mathematics	60.5	60.0	53.3
2009-10			
English	63.2	62.6	54
Mathematics	61.8	61.1	53.4

California High School Exit Exam (CAHSEE) Results

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

CAHSEE Results by Student Group - Most Recent Year					
English-Language Arts			Mathematics		
Not Prof.	Prof.	Adv.	Not Prof.	Prof.	Adv.
All Students in the LEA					
37.3	19.8	42.9	38.8	37.7	23.5
All Students at the School					
Male					
43.6	20.2	36.2	38.8	38.5	22.7
Female					
30.7	19.6	49.6	37.5	37.8	24.8
Black or African American					
66.8	19.3	13.9	68.8	27.5	3.7
American Indian or Alaska Native					
*	*	*	*	*	*
Asian					
31.5	14.8	53.7	18.5	38.9	42.6
Filipino					
*	*	*	*	*	*
Hispanic or Latino					
55.2	20.0	24.8	53.7	36.1	10.2
Native Hawaiian/Pacific Islander					
*	*	*	*	*	*
White					
6.8	21.1	72.1	13.9	45.2	40.9
Two or More Races					
18.3	22.5	59.2	14.1	52.1	33.8
Socioeconomically Disadvantaged					
64.3	16.9	18.8	60.6	31.5	8.0
English Learners					
94.3	5.7	0.0	85.2	13.0	1.9
Students with Disabilities					
83.3	7.4	9.3	80.4	16.1	3.6
Students Receiving Migrant Education Services					
*	*	*	*	*	*

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.

Dropout and Graduation Rates			
Indicator	2006-07	2007-08	2008-09
School			
Dropout Rate: 1yr	3	3	6
Graduation Rate	86	83	84
District			
Dropout Rate: 1yr	4	4	8
Graduation Rate	83	81	80
State			
Dropout Rate: 1yr	5	5	6
Graduation Rate	81	80	79

Completion of High School Graduation Requirements

For students who began the 2009-10 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.

Graduating Class of 2010		
	School	District
All Students		
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian/Pacific Islander		
White		
Socioeconomically Disadvantaged		
English Learners		
Students with Disabilities		

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.

Advanced Placement (AP) Courses		
Subject	# Offered	% of Students Enrolled
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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 please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

Admission Requirements for California's Public Universities (California State University)

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

Career Technical Education Participation

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

Career Technical Education Participation	
Number of pupils	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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.

Courses for University of California and/or California State University Admission	
Percent of Students Enrolled in Courses Required for UC/CSU Admission	
Percent of Graduates Who Completed All Courses Required for UC/CSU Admission	