



SCHOOL ACCOUNTABILITY REPORT CARD

Reported for 2010-11 School Year - Published in 2011-12



FERNANDO R. LEDESMA CONTINUATION HIGH SCHOOL

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Introduction

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school.

- ◆ For more information about SARC requirements, see 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 you should contact the school principal or the district office.

Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located 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., state Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, high school 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 (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.

Expected Schoolwide Learning Results

Expected Schoolwide Learning Results (ESLRs) were developed by the school-wide community and are incorporated into all aspects of campus life. With the name of the school changing the ESLRs were adapted to help the students remember the new name as well as the expectations of the school.

Upon graduation from Fernando R. Ledesma High School, students will be:

- ◆ Fully capable of applying academic skills. Students will be given a challenging, standards based curriculum and will be able to apply the skills they learn in real world situations.
- ◆ Responsible citizens and productive members of the community. Students will be able to set realistic personal and academic goals and make informed decisions.
- ◆ Literate in the technology field. Students will be able to use technology in specific areas including: Internet research, word processing, and various applications.
- ◆ Highly employable. Students will explore a variety of career interests and options. They will develop the necessary skills to lead to productive work.

Mission Statement

Fernando R. Ledesma High School is a continuation high school committed to a mission of providing *students with a personalized alternative education program in a safe, caring environment that focuses on state and district instructional standards, enabling students to develop into successful, productive citizens.*

Alternative approaches to learning and flexible academic programs are utilized to better serve the special needs of these students. The Guaranteed Guidance Program ensures that all students have an equal opportunity in all classes in all subject areas, placement is monitored by an ongoing assessment of student needs and the adjustment of programs as needs change. The school's mission supports the mission and goals of the El Monte Union High School District.

School Description

Fernando R. Ledesma High School, formerly Valle Lindo High School, is a continuation high school located in the San Gabriel Valley, twelve miles northeast of Los Angeles. The school serves students from low to middle socioeconomic class families. Fernando R. Ledesma High School was the State Model Continuation High School (1997-2002) of the El Monte Union High School District. The school offers several alternative education programs on its present site and at other satellite locations within the district. Fernando R. Ledesma High School received a six-year term of accreditation from the State of California in January 2007.

The students come from the cities of El Monte, South El Monte, Rosemead, and portions of San Gabriel, Arcadia, Baldwin Park and Temple City. One hundred percent of the students are designated "at-risk" for one or more of the following reasons: teen parent, probation, suspension, gang affiliation, credit deficient, drug problems, or transient home life.

Opportunities for Parent Involvement

Contact Person: Claudia Anaya, Fabiola Cuevas
Phone Number: (626) 442-0481

Parents have many opportunities to participate in campus affairs. Parents may join any one of the following committees: Parent Advisory Committee and School Site Council. Back to School Night and Open House provide the parents with the opportunity to visit the campus and learn more about the daily routine of their child. Parents are encouraged to be chaperones for the various field trips throughout the year. Parents are encouraged to call and visit the campus to check their child's progress. Each parent is given the opportunity to sit down and discuss their child's education plan with the counselor and encouraged to contact the counselors or administration with any concerns or questions they may have. This open door policy makes the school extremely accessible to all community members.

**Student Enrollment by Grade Level
(School Year 2010-11)**

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS):

Grade Level	Enrollment
Grade 11	129
Grade 12	313
Total Enrollment	443

**Student Enrollment by Subgroup
(School Year 2010-11)**

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
Black or African American	0.7%
American Indian or Alaska Native	0.0%
Asian	2.9%
Filipino	0.0%
Hispanic or Latino	92.8%
Native Hawaiian or Pacific Islander	0.2%
White	3.4%
Two or More Races	0.0%
Socioeconomically Disadvantaged	65.9%
English Learners	55.8%
Students with Disabilities	2.5%

School Climate:

School Safety Plan

SB187 Safety Plan

Date last updated: September, 2011
Date last reviewed with staff: September, 2011

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

The school crisis management plan was the first developed in 1996. It is updated on a yearly basis. Each year at the first staff meeting, the staff discusses the plan and any changes that have been made. Our School Resource Police Officers have been instrumental in making sure Fernando

Average Class Size and Class Size Distribution

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	18.9	13	7	0	8.0	36	1	0	11.1	35	4	0
Mathematics	18.3	13	4	0	11.0	17	1	0	16.3	8	3	0
Science	23.4	3	7	0	8.0	19	0	0	9.0	16	4	0
Social Science	24.4	1	7	0	11.0	15	3	0	16.6	10	3	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level this information is reported by subject area rather than grade level.

R. Ledesma High School is prepared for the various crisis situations that may arise. Each classroom is equipped with a first aid kit. The entire teaching staff and several clerical staff members participated in a CPR certification class in 2007. 100% of the participants received certification. Fernando R. Ledesma High School also has a safe school action plan that was made within the guidelines as set forth by the California Department of Education. In addition, the school has received approximately \$20,000 dollars in safe school grant money over the years to help implement the activities of the action plan. In 2001, the school district developed a Standardized Emergency Management System, which is updated annually, that Fernando R. Ledesma follows. Fernando R. Ledesma High School prides itself on providing students with a safe climate for learning. The campus has continuous supervision at the main entrance of school during its extended school day. In addition, campus personnel including supervisors, administrators, counselors, teachers, community liaison and the school resource officer are continually monitoring the school grounds throughout the day.

One priority is school safety. Campus supervisors, supervise throughout the campus during breaks by staff, and one gated main entrance to school have contributed to providing the students with a safe environment to learn. The School Resource Officer provides added security. The School Resource Officer is an El Monte Police Department Officer who is assigned to our campus. He/she assists the school with improving student attendance and monitoring student behavior. In addition, a probation officer from the San Gabriel Valley is assigned to the campus. Students who are on probation for various violations are assigned to this officer. This enables the officer to keep a close watch and monitor student attendance and behavior consistently. Students are more accountable to this officer because they are required to check-in daily. Although students from various gangs throughout the community attend the same school, conflict is kept to a minimum as evidenced in the low suspension rate. The students take pride in their school and realize that academics and achievement are the key to becoming productive citizens.

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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	6.3%	19.7%	20.8%	11.1%	8.1%	7.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

School Facilities:

School Facility Conditions and Improvements

Fernando R. Ledesma High School takes pride in providing its students with a safe and clean environment to learn. The school is a permanent school facility for the El Monte Union High School District. After over two decades spent in portable classrooms, the school buildings were completed and classes began in January 2003. Seventeen classrooms are used extensively. The school features Internet access in every classroom, with state of the art technology including computers, SMART Boards, televisions, and DVD players. There are 150+ computers with an average of 3 students per computer. This allows our students more technical training to complete their academic requirements.

Students and faculty are proud of the campus and all stakeholders work together to ensure that the school is maintained and always looks professional. The campus has adequate restroom facilities available to staff and students. Visitors are always complimentary of the welcoming atmosphere that is evident throughout all aspects of the campus.

The facility is in great shape. The school is in the planning stages of a new athletic playing field construction to start in January of 2013.

School Facility Good Repair Status (2011-12)

This table displays the results of completed school site inspection to determine the school facility's good repair status. When deficiencies are found, the district takes the appropriate action to make all repairs. **Note:** Shaded cells do not require data. (At the time of this report the site had not been inspected. Once the inspection is complete this section will be updated as required.)

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

Deferred Maintenance Program

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. The District's complete deferred maintenance plan is available at the District Office.

Maintenance and Repair

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 used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

Cleaning Process and Schedule

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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 their subject area of competence.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	14	18	13	382
Without Full Credential	3	0	0	0
Teaching Outside Subject Area of Competence	0	0	4	

Teacher Misassignments and Vacant 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).

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of EL	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Courses Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	67.7%	32.3%
All Schools in District	78.53%	21.47%
High-Poverty Schools in the District	78.53%	21.47%
Low-Poverty Schools in the District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Support Staff:

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	221.5
Nurse	0.28	

Note: Shaded cells do not require data.

*One Full-Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.



Curriculum and Instructional Materials:

Quality, Currency, and Availability of Textbooks and Instructional Materials (2011-12)

Our high schools offer students updated textbooks which are aligned to the California State content standards. In core areas, (English, math, social science, science) the teachers have classroom sets of the textbooks, and students receive a copy of the text to use at home for the semester.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2011-2012 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on 10/5/11. All students, including English Learners have been provided a textbook or instructional materials to use in class and take home.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent List of Standards-Based Materials Adopted by the SBE or Local Governing Board (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
English/Language Arts	California Literature	2011	Yes	0%
	Literature and Language Arts	2004	Yes	0%
	UC Approved ERWC Student Course Materials	2009	Yes	0%
Mathematics	Algebra 1 & 2	1999	Yes	0%
	Geometry	1999	Yes	0%
	Pre-Calculus – Graphics & Data Analysis	2001	Yes	0%
	Calculus: A Complete Course	2001	Yes	0%
	Calculus of a Single Variable	2001	Yes	0%
Science	Science Spectrum: A Physical Approach	2002	Yes	0%
	Science Spectrum: A Balanced Approach	2000	Yes	0%
	Conceptual Physical Science Exploration	2003	Yes	0%
	Concepts & Challenges: Earth Science	1997	Yes	0%
	Concepts & Challenges: Physical Science	1997	Yes	0%
	Biology, California Edition	2011	Yes	0%
	Chemistry	1992	Yes	0%
	Modern Chemistry	1972	Yes	0%
	Physics: Principals & Problems	1978	Yes	0%
	Understanding Human Anatomy & Physiology	2001	Yes	0%
	Intro to the Human Body	1992	Yes	0%
Earth Science: California Edition	2006	Yes	0%	
Social Science	Modern World History	1999	Yes	0%
	The Americans	1999	Yes	0%
	America: Pathways to Present	1999	Yes	0%
	The American Pageant	1983	Yes	0%
	Economics: Principles in Action	2002	Yes	0%
	Economics	2002	Yes	0%
	Psychology – Themes and Variations	2000	Yes	0%
	Psychology and You	2000	Yes	0%
		1995	Yes	0%
English Language & Development	Edge Fundamentals	2011	Yes	0%
	Edge, Level A & B	2011	Yes	0%
Health	Health	2007	Yes	0%
Foreign Language	Spanish 1 P			
	Voices y Vistas	2006	Yes	0%
	Ven Conmigo I	2000	Yes	0%
	Paso a Paso I	1999	Yes	0%
	Avancemos! I	2008	Yes	0%
	Spanish 1X P			
	Buen Viaje Level 2	2000	Yes	0%
	Sendas Literarias I Album	1995	Yes	0%
	Nuevas Vistas, Curso de Introducción	2003	Yes	0%
	Nuevas Vistas, Curso Uno	2003	Yes	0%
El Español Para Nosotros	2008	Yes	0%	

Quality, Currency, and Availability of Textbooks and Instructional Materials (2011-12) Continued

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent List of Standards-Based Materials Adopted by the SBE or Local Governing Board (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Foreign Language	Spanish 2 P			
	Pasos y Puentes	2006	Yes	0%
	Ven Conmigo 2	2000	Yes	0%
	Paso a Paso 2	1999	Yes	0%
	Avancemos! 2	2008	Yes	0%
	Spanish 2X P			
	Abriendo Paso-Gramática	1998	Yes	0%
	Nuevas Vistas, Curso Uno	2003	Yes	0%
	Ven Conmigo! Nuevas Vistas	2003	Yes	0%
	Nuevas Vistas, Curso Dos	1999	Yes	0%
	Spanish 3 P			
	Spanish for Mastery	1984	Yes	0%
	Ven Conmigo 3	2000	Yes	0%
	Paso a Paso 3	1999	Yes	0%
	Arcos y Alamedos	2006	Yes	0%
	Abriendo Paso-Gramática	1998	Yes	0%
	Abriendo Paso-Lectura	1998	Yes	0%
	Avancemos! 3	2008	Yes	0%
	Spanish 4 AP P			
	Abriendo Puertas, Tomo II	2006	Yes	0%
	French 1 P			
	Discovering French, Bleu	1997	Yes	0%
	Allez Viens I	2000	Yes	0%
French 3 P				
Discovering French, Blanc	1997	Yes	0%	
Allez Viens 3	2000	Yes	0%	
Discovering French, Rouge	1997	Yes	0%	
French 4 P				
Discovering French, Rouge	1997	Yes	0%	
Chinese 1 P & 2 P & 3 P				
Chinese Made Easy, Volume I, 2, & 3	2007	Yes	0%	
Chinese Language & Culture AP P				
Chinese Made Easy L1P1	2007	Yes	0%	

Instructional Materials

Fernando R. Ledesma High School offers students the latest technology and software. Teachers supplement instruction with videos, multi-media, the Internet, Smart Boards, projectors, I-pads and guest speakers. In addition, textbooks are current and are, at most, five years old. Textbooks, computers, and software are in excellent condition. Alignment of all courses to the California State content standards has resulted in the purchase of new textbooks in all core curricular areas.

Student Progress Monitoring and Reporting

Student progress is monitored primarily through periodic grade reporting. Students are issued grades—based on their academic, skill and social performance in the classroom—by each teacher each six weeks. Grades issued at six and twelve weeks are considered progress reports only and reflect the likelihood of a student’s eventual grade at the end of the semester. End of semester grades are final and count towards a student’s GPA and completion of requirements for graduation. Progress and Grade Reports are mailed home to parents and copies are sent to the students’

counselors who keep track of each student’s success or failure in school as well as his/her progress towards graduation. Student and parent contacts are made when students are not making sufficient progress. Conferences are held to determine why the student is not succeeding, and to propose interventions and alternatives. Parents and students can also access School Loop. School Loop is a grading computer program that allows students, parents and teachers to communicate with each other on a daily basis.

The community is informed of student achievement through the reporting of student test results and the school’s annual API and AYP in the public media, which publish each school’s annual STAR results, CAHSEE pass rates, API (Academic Performance Index) base and growth reports, and AYP (Adequate Yearly Progress) under NCLB (No Child Left Behind) guidelines. The data is also used by the staff to determine interventions for at-risk students and modifications to instruction and materials. The data is also shared with various stakeholder groups—School Site Council, Parent/Student/Teacher Association, Parent Information Day and Summer Parent Institute—at their regular meetings.

School Finances:

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

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. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,258	\$703	\$5,555	\$68,615
District			\$5,366	\$68,615
Percent Difference-School Site and District			4%	0.0%
State			\$5,455	\$70,570
Percent Difference-School Site and State			2%	(3%)

Note: Shaded cells do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated from specific purposes by the district or governing board is not considered restricted. **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

**Teacher & Administrative Salaries
(Fiscal Year 2009-10)**

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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,394	\$42,954
Mid-Range Teacher Salary	\$69,540	\$69,905
Highest Teacher Salary	\$89,648	\$89,464
Average Principal Salary (HS)	\$128,656	\$128,348
Superintendent Salary	\$175,000	\$205,119
% of Budget for Teacher Salaries	33.0%	37.0%
% of Budget for Administrative Salaries	5.0%	5.0%

Other Funding (Fiscal Year 2010-11)

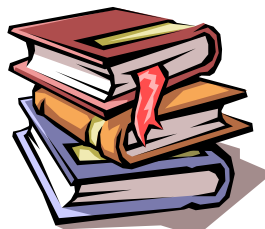
To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the District:

Program	No. of Students Served	Amount
Title I	309	\$69,079
Title II Part A	441	\$22,484
Title III	137	\$14,009
School Safety and Violence Prevention	442	\$7,678
EIA-LEP—State Program for EL	137	\$68,194
Gifted and Talented Education GATE	3	\$208
Instructional Materials	442	\$25,453
Total		\$138,026

Student Performance:

Academic Assessment

This school participates in the Alternative Schools Accountability Model (ASAM). The Alternative Schools Accountability Model (ASAM) provides accountability for alternative schools serving very high-risk, highly mobile students. These schools include community day, continuation, opportunity, county community, county court, California Youth Authority, and other alternative schools that meet stringent criteria set by the State Board of Education. The ASAM is a multiple-indicator system that includes performance and pre-post assessment indicators approved by the State Board of Education and state assessment results as summarized in the Academic Performance Index. ASAM schools select indicators and report data at the end of each school year. ASAM schools do not receive target



information or rankings because of the marked differences in their educational missions and populations served.

Standardized Testing and Reporting Results by Student Group (2010-11)

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.

ASAM Indicators			
Indicator	2008-09	2009-10	2010-11
Student Behavior (percentage of students suspended)	5.62%	2.41%	4.5%
Credit Completion	73.1%	78.4%	77%
Graduation Rate	82.7%	89.4%	91%

Group	Percent of Students Scoring at Proficient or Advanced Level		
	ELA	Math	History-Social Science
All Students in the LEA	42	31	43
All Students at the School	4	6	4
Male	4	7	4
Female	6	0	2
Hispanic or Latino	4	0	3
Economically Disadvantaged	4	6	4

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.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 the category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting 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		
	09	10	11	09	10	11	09	10	11
ELA	5	7	4	38	40	42	49	52	54
Math	0	12	6	25	27	31	46	48	50
History-Social Science	4	5	4	30	37	43	41	44	48

Accountability:

Academic Performance Index

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

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008-09	2009-10	2010-11
Statewide	B	B	B
Similar Schools	B	B	B

"B" means the school did not have a valid Base API and will not have any growth or target information.



Academic Performance Index Growth by Student Group—Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students	-40	64	5
Hispanic or Latino	n/a	n/a	56
Economically Disadvantage	n/a	n/a	54

Adequate Yearly Progress

The federal ESEA 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 additional indicator
- ◆ Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate—ELA	Yes	No
Met Participation Rate—Mathematics	No	Yes
Met Percent Proficient—ELA	No	No
Met Percent Proficient—Mathematics	No	No
Met API Criteria	Yes	Yes
Graduation Rate	Yes	Yes

School Completion:

Admission Requirements for California 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 course 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 *UC Admissions Information* Web site at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- ◆ Specific high school courses
- ◆ Grades in specified courses and test scores
- ◆ 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 have 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 admission, application, and fee information see the *CSU Web* page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	98	535	7,178	739	4,683,676	778
Black or African American	1	n/a	20	673	317,856	696
American Indian or Alaskan Native	0	n/a	3	n/a	33,774	733
Asian	6	n/a	1,451	874	398,869	898
Filipino	0	n/a	36	824	123,245	859
Hispanic or Latino	88	536	5,496	701	2,046,749	729
Native Hawaiian or Pacific Islander	0	n/a	8	n/a	26,953	764
White	3	n/a	153	759	1,258,831	845
Two or More Races	0	n/a	5	n/a	76,766	836
Socioeconomically Disadvantaged	98	535	6,369	739	2,731,843	726
English Learners	58	519	3,813	677	1,521,844	707
Students with Disabilities	0	n/a	596	478	521,815	595

**Dropout Rate and Graduation Rate
(Fiscal Year 2009-10)**

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. 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		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Dropout Rate (1-Year)	15.5	13.4	28.1	2.4	2.9	3.8	4.9	5.7	4.6
Graduation Rate	87.0	85.5	88.2	87.0	85.5	88.2	80.2	78.6	80.4

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 and completion of courses required for UC/CSU admission can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	45.8%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011	
	School	District
All Students	28.7%	79.5%
Asian	83.3%	94.0%
Hispanic or Latino	28.2%	76.2%
White	20.0%	76.2%
Socioeconomically Disadvantaged	39.5%	82.1%
English Learners	26.0%	55.9%
Students with Disabilities	44.4%	71.4%

**Instructional Planning and Scheduling:
Professional Development**

Staff Development has been funded out of SB 1882 and AB 1113 over the past several years. Currently, our school is allotted six half-days for staff development throughout the school year. Our staff development committee consists of teachers, parents, students, and community members. During the summer the committee meets and discusses the activities for staff development for the upcoming school year. The School wide Action Plan from Focus on Learning and the Single Plan for Pupil Achievement are the driving documents behind the activities that are scheduled on these days. Past staff development days have been devoted to technology training, improving instructional and assessment strategies, crisis management training, and CPR and first aid certification. In addition, core area subject specialists meet once a month with representatives from the local high schools and district personnel to correlate and plan curriculum.

