

School Accountability Report Card, 2008-09

PACIFIC GROVE MIDDLE SCHOOL

Published During 2009-2010

Address: 835 Forest Avenue
Principal: Mary Riedel

Phone: (831) 646-6568
Grade Span: 6 - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Pacific Grove Middle School (PGMS) is the only middle school in the Pacific Grove Unified School District. The district consists of two elementary schools (K-5), one middle school (6-8), and one high school (9-12), and one community high school. It also has an adult school which oversees adult education as well as preschool education in a variety of settings. The district enjoys deep community support despite the fact that the school population has been slowly declining over the past few decades. Due to high property values, the district receives property tax revenue in excess of its state "revenue limit," which is based on an Average Daily Attendance (ADA) formula. Several bond measures have been passed which have provided additional funding for building improvements. Parcel taxes have been approved to allow restoration of programs and personnel that had been previously cut. Measure D, was passed in 2006, giving the district \$42 million for facility improvements. The first of these improvements at PGMS were completed in 2008-09 and included a new classroom for the music program, improvements to the Performing Arts Center, and renovated outdoor facilities (track and courts). New windows and flooring were installed in 2007-08, and the exterior was painted in the summer of 2008. In 2010 classroom and kitchen renovations will take place. Our Measure D committee, comprising staff and parents, worked with an architect to develop and refine projects at PGMS that will be funded through Measure D.

As a philosophy, PGMS seeks to give each student a variety of experiences with the purpose of preparing them for success in all areas of their high school education. A demanding academic program is combined with extracurricular activities and student support services. The school's Parent Teacher Student Association (PTSA), School Site Council and staff have developed a strong, supportive partnership through which volunteer time and allocated funds are expended to improve the total school program. In addition, each program is reviewed for its rigor and effectiveness to make sure that we are meeting every student's needs.

The middle school years present students with profound physical, social, and psychological changes. It is the bridge from childhood to early adulthood. PGMS takes pride in the achievements of its students along this journey as reflected by above-average test scores, a well-behaved student body, regular community service participation, and a commitment to the visual and performing arts. As a result, our school was named a California Distinguished School in the Spring of 2009. Through these achievements, and others, PGMS graduates have begun the process of building their own bridges toward a successful future.

Student Enrollment

Group	Enrollment
Number of students	396
African American	3%
American Indian or Alaska Native	0%
Asian	14%
Filipino	1%
Hispanic or Latino	11%
Pacific Islander	0%
White (not Hispanic)	69%
Multiple or No Response	3%

Teachers

Indicator	Teachers
Teachers with full credential	26
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Socioeconomically Disadvantaged	12%
English Learners	4%
Students with Disabilities	11%

School Facilities

Summary of Most Recent Site Inspection

Pacific Grove Middle School is closely monitored for safety, cleanliness, and general repair. There are 3 FTE custodians, one during the day and two during the evening shift. The head custodian and the assistant principal have weekly walkabouts to inspect for hazards, neglected areas, and items that need attention. The reports generated are then used for the site staff to address or to generate work orders for the District staff to address. There is one grounds staff who is at PGMS for one half day a week and the district maintenance staff provide service as needed.

Repairs Needed

Routine repair work is assigned and accounted for through a district work order system. Work that may pose a security or safety hazard is given immediate attention.

Corrective Actions Taken or Planned

All routine repairs were done in a timely fashion during the 2008-09 school year. A new music building was constructed and the Performing Arts Center was renovated. Additional projects funded under Measure D will be undertaken in 2010. These projects include a modernization of the science classrooms, a renovation of the home ec room, and an expansion of the kitchen.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory	0%
Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	6th - 80%
	7th - 87%
	8th - 73%
Mathematics	6th - 71%
	7th - 70%
	8th - 68%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	885
Statewide Rank (from 2009 Base API Report)	9
2008-09 Program Improvement Status (PI Year)	n/a

	(algebra)
Science	72%
History-Social Science	70%

School Completion

Postsecondary Preparation

Indicator	Result
Graduation Rate	n/a

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	n/a%
Graduates Who Completed All Courses Required for University of California or California State University Admission	n/a%

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10

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 on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (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.

II. About This School

Contact Information (School Year 2009-2010)

This section provides the school's contact information.

School		District	
School Name	Pacific Grove Middle	District Name	Pacific Grove Unified
Street	835 Forest Avenue	Phone Number	831-646-6520
City, State, Zip	Pacific Grove, CA 93950	Web Site	www.pgusd.org ; www.pgmiddle.org
Phone Number	831-646-6568	Superintendent	Dr. Ralph Porras
Principal	Mary Riedel	E-mail Address	rporras@pgusd.org
E-mail Address	mriedel@pgusd.org	CDS Code	27-66134-6058754

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

The mission of Pacific Grove Middle School is to provide a quality education experience that teaches our students the skills and abilities they need to transition into high school with self-esteem, a capacity for critical thinking, a sense of responsibility, global awareness, and respect for self and others. Our staff is committed to setting and achieving high standards of academics and behavior while recognizing and responding to the individual talents and learning styles of our students.

The staff of Pacific Grove Middle School pursues excellence in education by providing a progressive, standards-based program that challenges every student to be an independent thinker and responsible citizen and inspires a desire for lifelong learning.

In an atmosphere that is purposeful and structured, friendly and caring, skills are taught and support is provided to assist the transition from childhood to adolescence. Our team-oriented approach is based on a strong academic foundation and enhanced by fine arts, vocational and extra-curricular opportunities, and the use of current technology. We encourage our students to work to their highest potential and publicly recognize both their efforts and achievements.

Pacific Grove Middle School maintains a positive partnership with the parents of our students and the greater community by collaborating on numerous student-centered programs that model success through cooperation, communication, and enrichment of our environment for personal academic growth.

Opportunities for Parental Involvement (School Year 2008-09)

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

Pacific Grove Middle School has enjoyed a very active Parent-Teacher-Student-Association (PTSA). Parents volunteer around the school in a variety of ways: in the library during study hall, in the office, during pride days, at school dances, for special projects like our gym and track projects, career day, graduation ceremonies, and myriad other ways. This group has done fundraising to help put on our lunch time clubs, pay for dances and the graduation celebration, pay for special projects, defray classroom expenses, put on Challenge Day, and other expenses. This past year, the PTSA has taken on a special project to raise funds for Challenge Day, a seventh grade day of reflection designed to prevent bullying. All of their efforts have made PGMS a much richer place not only for the students, but for all who come through our doors.

In addition, there are other various groups and committees that parents and community members are encouraged to join. A non-exhaustive list of these groups include our Site Council, the safety committee, the graduation committee, the student-parent handbook committee, and lunchtime supervision.

[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	2006-07				2007-08				2008-09			
	Av g. Cl ass Si ze	Number of Classrooms			Av g. Cl ass Si ze	Number of Classrooms			Av g. Cl ass Si ze	Number of Classrooms		
		1- 22	23 -32	33 +		1- 22	23 -32	33 +		1- 22	23 -32	33 +
English	.229	3	11		.23	5	12		.226	7	11	
Math	.194	13	10		.205	12	7		.188	13	9	
Science	.281	3	13		.246	3	13		.247	3	13	
Social Science	.237	3	11		.24	6	12		.234	5	12	

III. School Climate

[School Safety Plan \(School Year 2008-09\)](#)

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

PGMS has a comprehensive safety plan that has been extensively reviewed over the past year. Monthly drills are held that include fire, earthquake, and intruder exercises. Most drills are not announced and often include blocked exits, missing students and/or adults, or smoke to test the procedures and make sure the staff and students are always alert. In addition, PGMS regularly holds disaster drills alerting the local fire and police departments as well as various parents and community members acting parts of upset parents, concerned community members, press, etc., in order to more fully understand our preparedness. During these drills, our crisis teams are put into action to further prepare them as well as to find potential weaknesses to address.

[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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	2.7	.06	.15			
Expulsions	0.0	0.0	0.0			

IV. School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2009-10\)](#)

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

Pacific Grove Middle School is closely monitored for safety, cleanliness, and general repair. There are 3 FTE custodians, one during the day and two plus a part time custodian during the evening shift. The head custodian and the assistant principal have weekly walkabouts to inspect for hazards, neglected areas, and items that need attention. The reports generated are then used for the site staff to address or to generate work orders for the District staff to address. There is one grounds staff that works at PGMS for one day a week and the district maintenance staff provide service as needed.

Needed repairs to the main building and outlying structures have been noted on a review done in 2002 by local architects in anticipation of passing local bond measures to address various district sites. A district facility improvement plan was devised with several revisions thereafter. Heating and roofing repairs were done over the 2005-06 school year. Flooring repairs and subsequent asbestos abatement occurred from 2006-2007. Windows and further floor repair along with

asbestos abatement was completed over the summer of 2007. Exterior painting was completed during the summer of 2008.

As noted above, the District facility improvement plan has identified areas that need to be addressed. A new music building was constructed, and improvements to the Performing Arts Center were completed in January of 2009. In an outdoor facility phase of Measure D improvements, our dirt track was paved, a drainage gutter was installed, the grounds were landscaped, new fencing was constructed, and all of our outdoor courts were resurfaced.

The remainder of the Middle School renovation is slated for completion in 2010-2011. These projects include an outdoor amphitheater/eating area, a kitchen renovation, locker room updates, and classroom updates to science and home economics rooms.

School Facility Good Repair Status (School Year 2009-10)

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

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			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness	x			

Overall Summary of School Facility Good Repair Status (School Year 2009-10)

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		Good		

V. 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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2007-08
With Full Credential	24	26	25	
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence	0	0	0	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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners			
Total Teacher Misassignments		<i>Data provided by the LEA</i>	
Vacant Teacher Positions			

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page 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	100	
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	1.2	283
Library Media Teacher (Librarian)	.8	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	.4	n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist	.4	n/a
Resource Specialist (non-teaching)		n/a
Other		n/a

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

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.

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	McDougal-Littell - The Language of Literature 6, 7, 8	0
Mathematics	Prentice Hall - Alg 1, Alg Readiness, Pre-Alg, Grade 6 Math	0
Science	Holt - Earth Science (6), Life Science (7), Physical Science (8)	0
History-Social Science	Teachers Curriculum Institute - The Ancient World (6), The Medieval World (7), The	0

	United State (8)	
Foreign Language	En Español 1 & Más Practica Workbook	0
Health		
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	<i>Data provided by the LEA</i>			
District	n/a	n/a		
Percent Difference – School Site and District	n/a	n/a	<i>Data provided by the LEA</i>	
State	n/a	n/a		
Percent Difference – School Site and State	n/a	n/a	<i>Data provided by the LEA</i>	

Types of Services Funded (Fiscal Year 2008-09)

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

Categorical Programs available to Pacific Grove Middle School:

Federal:

- Title II, professional development
- Title IV, drug abuse and violence prevention programs
- Special Education, ensures students with special needs are properly assessed and serviced with a program designed to meet their needs

State:

- English Language Learners – designed to develop English fluency
- Gifted and Talented Education – identifies gifted and talented students and provides for differentiated opportunities to meet that student's needs
- Tobacco Use Prevention Education – designed to educate students regarding the negative effects of tobacco
- School Improvement Program – a program to fund programs to improve student performance

Local:

- Measure A bond fund – passed in order to improve the physical structures in PGUSD
- Measure A parcel tax – passed in order to fund specified programs throughout the district
- Measure D bond fund – passed in order to improve the physical structures in PGUSD

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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		
	200 6-07	200 7-08	200 8-09	200 6-07	200 7-08	200 8-09	200 6-07	200 7-08	200 8-09
English-Language Arts	68	70	80	68	73	76	43	46	50
Mathematics	64	76	68	60	65	60	40	43	46
Science	70	84	72	62	77	73	38	46	50
History-Social Science	80	74	70	67	70	70	33	36	41

CST Results by Student Group – Most Recent Year (2008-09)

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	50	29	33	50
American Indian or Alaska Native	0	0	*	*
Asian	90	86	92	92
Filipino	100	100	*	*
Hispanic or Latino	59	46	33	50
Pacific Islander	100	100	*	*
White (not Hispanic)	83	74	77	74
Male	76	67	72	68
Female	85	71	73	73
Economically Disadvantaged	69	39	54	54
English Learners	50	79	50	50
Students with Disabilities	30	21	13	17
Students Receiving Migrant Education Services	*	*	*	*

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 CAHSEE Web site at <http://cahsee.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. 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 by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	200 5-06	200 6-07	200 7-08	200 5-06	200 6-07	200 7-08	200 5-06	200 6-07	200 7-08
English-Language Arts									
Mathematics									

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students						
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						
Male						
Female						
Economically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2008-09)

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 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 Physical Fitness Testing Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	
7	38.1
9	

X. 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 API Web page 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	2007	2008	2009
Statewide	9	10	9
Similar Schools	1	7	5

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			Growth API Score
	2006-7	2007-8	2008-09	2009
All Students at the School	3	18	-2	871
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	16	7	1	882
Socioeconomically Disadvantaged				
English Learners	n/a			
Students with Disabilities	n/a			

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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

[AYP Overall and by Criteria \(School Year 2008-09\)](#)

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	Yes	
Participation Rate - English-Language Arts	Yes	
Participation Rate - Mathematics	Yes	
Percent Proficient - English-Language Arts	Yes	
Percent Proficient - Mathematics	Yes	
API	Yes	
Graduation Rate	n/a	

[Federal Intervention Program \(School Year 2008-09\)](#)

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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	n/a	

XI. School Completion and Postsecondary Preparation

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 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

[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 site at <http://www.calstate.edu/admission/>.

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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	200 4-05	200 5-06	200 6-07	200 4-05	200 5-06	200 6-07	200 4-05	200 5-06	200 6-07
Dropout Rate (1-year)									
Graduation Rate									

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 2007-08 school year in grade 12, 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 CAHSEE Web page 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 2008		
	School	District	State
All Students			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Data provided by the LEA and the CDE

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Narrative provided by the LEA

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	
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	

Data provided by the LEA

To be
provided by
LEA

[Courses for University of California and/or California State University Admission \(Year 2008-09\)](#)

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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

[Advanced Placement Courses \(School Year 2008-09\)](#)

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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
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		

XII. Instructional Planning and Scheduling

[Professional Development](#)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Narrative provided by the LEA