



One Seahawk Way, Redondo Beach, CA 90277
2011-12 School Accountability Report Card ~ Published in 2012-13

Redondo Beach Unified School District

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RBUSD MISSION STATEMENT
We, in the Redondo Beach Unified School District community, are dedicated to providing every student with the knowledge and skills necessary to succeed in a global society, today, and in the future.

1401 Inglewood Avenue
Redondo Beach, CA 90278
310-379-5449
www.rbusd.org

School Description and Mission Statement

This section provides information about the schools goals and programs.

Mission Statement

Redondo Union High School has been successfully educating students for over a century. Founded in 1905, RUHS is the only comprehensive high school in the Redondo Beach Unified School District. Located in South Redondo Beach, the scenic 56-acre campus is the “Home of Scholars and Athletes”. The entire school community is proud of the Sea Hawk traditions and is dedicated to achieving academic excellence.

Our Mission Statement: The students, parents, staff and community of Redondo Union High School will share the educational process, so that all students have the opportunity to reach their potential.

The enrollment of **2,499** includes students in grades 9-12. The school operates on a three-period block schedule of 110 minutes four days per week. The Monday schedule follows a traditional six period day, each period meeting for 55 minutes. The entire school is committed to providing excellent programs to meet each student’s individual needs. The staff at RUHS vigorously challenges students to pursue the highest academic and athletic standards. All students are encouraged to complete an academically challenging course of study.

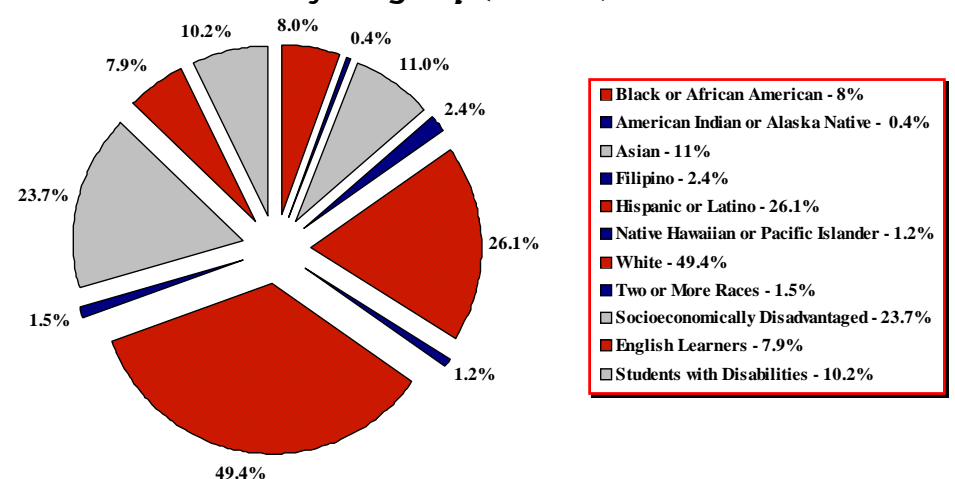
Opportunities for Parental Involvement

The Leadership Team encourages you to become involved in your child’s education through active participation in the PTSA, School Site Commission or one of the many booster clubs supporting extra-curricular activities. Please call the school to inquire about opportunities to support student programs and activities. PTSA 310-798-8665 Ext. 4003

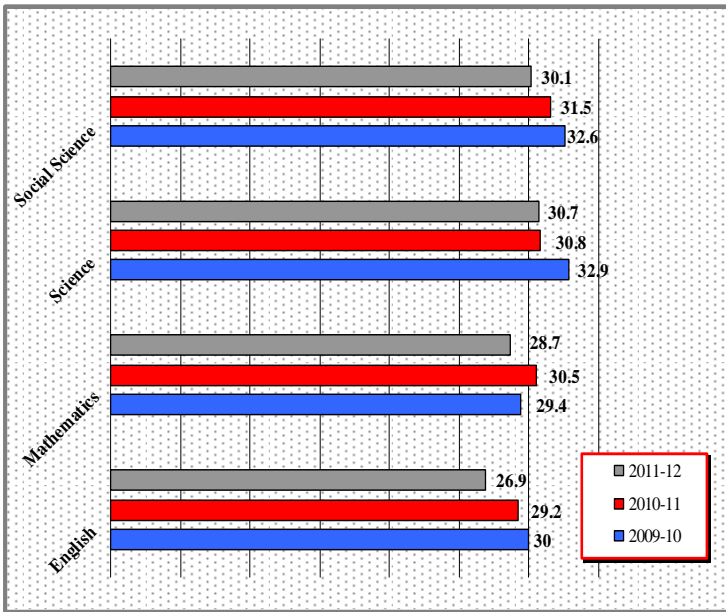
Student Enrollment (2011-12)

Grade 09	Grade 10	Grade 11	Grade 12	Total
643	627	610	619	2499

Student Enrollment by Subgroup (2011-12)



Average Class Size



Class Size Distribution

Yr.	Subject	Number of Classrooms		
		1-22	23-32	33+
2009-10	English	3	44	43
	Mathematics	10	33	29
	Science	0	18	47
	Social Science	0	23	38
2010-11	English	15	24	44
	Mathematics	5	26	31
	Science	6	21	35
	Social Science	5	8	30
2011-12	English	22	14	42
	Mathematics	7	21	30
	Science	6	17	28
	Social Science	5	11	23

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions at the school and district levels for the most recent three-year period.

RATE	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	4.30	4.59	2.8	3.07%	4.12%	2.7
Expulsions	.12	.36	.12	0.05%	0.11%	.08

School Safety Plan

Safety is one of the highest priorities at RUHS. The school's safety plan has been updated by the school safety committee to address the school's readiness and response to emergencies of any kind. The plan uses the crises response model and clearly outlines roles, responsibilities, and procedures to ensure timely and effective emergency response.

School Facility Conditions and Planned Improvements (School Year 2012-13)

RUHS has undergone modernization since the passing of Measure C in 2008. The Redondo Beach community passed a bond which allows for many changes to the school facilities. A new turf stadium field and renovated music building are completed. In addition to this, a new student services building, gymnasium, an additional turf practice field, new field house, new visitor bleachers in the stadium, and aquatic center have been built. **Renovation projects include the main gymnasium, student cafeteria, science building, industrial arts, and library. The modernization of school facilities will be complete in 2013.**

Item Inspected	Repair Status				Repairs 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	Good				

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 can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2009-10	2010-11	2011-12	
With Full Credential	99.4	102	109	380
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	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.

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2011-12)

This table displays the % of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Professional Development

Redondo Union High School recognizes the value of professional development. Teachers are encouraged to collaborate and share best practices at regularly scheduled department meetings to further strengthen standards-based instruction and student achievement. Teachers, counselors, and administrators are given opportunities to attend conferences and workshops. New teachers participate in a two-year Beginning Teacher Support and Assessment (BTSA) Program and are mentored by a BTSA Support Provider to support continuous professional growth and development.

Support Staff

The following is a list of support staff their fulltime equivalent. The average number of students per Academic Counselor is 417.

Academic Counselor	6.0
Librarian	
Psychologist	
Social Worker	
Nurse	
Health Aide	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	8486.56	2618.39	5868.39	70,442.69
District			5362.62	\$71,246
Percent Difference School Site and District			9.4%	-1.1%
State			\$5,455	\$66,336
Percent Difference School Site and State			7.6%	6.2%

Teacher and Administrative Salaries (Fiscal Year 2010-11)

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,290	\$40,656
Mid-Range Teacher Salary	\$70,589	\$64,181
Highest Teacher Salary	\$84,914	\$82,486
Average Principal Salary (Elementary)	\$104,765	\$102,165
Average Principal Salary (Middle)	\$108,964	\$108,480
Average Principal Salary (High)	\$113,308	\$117,845
Superintendent Salary	\$230,440	\$181,081
Percent of Budget for Teacher Salaries	42.00%	40.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

Types of Services Funded (Fiscal Year 2011-12)

- English Learners
- Special Education
- Instructional Technology classes
- Professional Development
- Drug and Alcohol Counseling
- College and Career Center
- Marine Corps Junior ROTC
- Advancement Via Individual Determination (AVID)
- Advanced Placement/Honors courses

CURRICULUM AND INSTRUCTIONAL MATERIALS

This information was received and approved by the Board of Education on October 2, 2012.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	% of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/ Language Arts	Language of Literature.....McDougal Littell AP English Language & Composition: Modern American Prose..... Glencoe AP English Language & Composition: Prose Style..... Pearson Prentice Hall AP Literature: Structure, Sound and Sense..... Holt	0%
Mathematics	Algebra 1..... Holt Geometry..... Pearson Prentice Hall Algebra 2.....McDougal Littell Precalculus - Precalculus with limits: A Graphing Approach.... Houghton Mifflin Holt Functions, Trigonometry & Facts - Algebra & Trigonometry..... Pearson Education AP Calculus (AB) - Calculus: Graphical, Numerical, Algebraic. Pearson Prentice Hall AP Calculus (BC) - Calculus of a Single Variable..... Houghton Mifflin Holt AP Statistics - The Practice of Statistics..... W.H. Freeman & Co.	0%
Science	Earth Science..... Pearson Prentice Hall Biology.....McDougal Littell AP Biology..... Pearson Prentice Hall Chemistry: World of Chemistry.....McDougal Littell AP Chemistry..... Houghton Mifflin Physics..... Holt AP Physics - College Physics..... Holt Physiology/Essentials of Anatomy & Physiology..... Pearson Prentice Hall AP Environmental Science - Environmental Science: Earth as a Living Planet..... Peoples Education	0%
Science Laboratory Equipment	Available at school site in each classroom	0%
Health	Health - A Guide to Wellness..... Glencoe	0%
History- Social Science	World History - The Modern World..... Pearson Prentice Hall AP European History - A History of Western Society Since 1300..... Houghton Mifflin US History - America: Pathway to the Present..... Pearson Prentice Hall AP US History - American Pageant..... Houghton Mifflin Economics: Principals and Practices..... Glencoe AP Economics - McConnell and Brue Economics..... McGraw Hill Government - MacGruder's American Government..... Pearson Prentice Hall AP Government - American Government..... Houghton Mifflin Psychology - An Introduction..... McGraw Hill AP Psychology..... Worth Publishers	0%
Foreign Language	Spanish Spanish 1 - Avancemos Level 1.....McDougal Littell Spanish 2 - Avancemos Level 2.....McDougal Littell Spanish 3 - EnMarcha..... Pearson Prentice Hall Spanish 4 - Reflejos..... Houghton Mifflin Spanish 5 - AP Language - Abriendo paso: Lectura..... Pearson Prentice Hall Spanish 5 - AP Literature - Abriendo puertas-Tomo 1.....McDougal Littell Abriendo puertas-Tomo 2.....McDougal Littell Spanish Speakers 2 - Avancemos 1.....McDougal Littell Spanish Speakers 3 - Nuevas Vistas curso 1..... Holt, Rinehart, & Winston Spanish Speakers 4 - Nuevas Vistas curso 2..... Holt, Rinehart, & Winston French Bon Voyage - Level 1..... Glencoe Bon Voyage - Level 2..... Glencoe Bon Voyage - Level 3..... Glencoe Chinese Chinese 1, 2, & 3 - Chinese Link..... Pearson Prentice Hall AP Chinese 4 - Chinese Link..... Pearson Prentice Hall	0%

STUDENT PERFORMANCE

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists at several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing assessment.

The CST's are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for Students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

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). Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	62	69	71	72	74	78	52	54	56
Mathematics	36	41	45	64	67	69	48	50	51
Science	71	73	78	79	82	84	54	57	60
History-Social Science	67	70	74	68	70	72	44	48	49

Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level for the most recent testing period. Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	69	84	72
All Students at the School	71	45	78	74
Male	69	49	76	78
Female	73	41	80	69
Black or African American	65	34	71	61
American Indian or Alaska Native				
Asian	86	69	90	80
Filipino	76	52	88	82
Hispanic or Latino	58	35	63	62
Native Hawaiian or Pacific Islander	74	33		92
White	76	46	84	80
Two or More Races	66	30		62
Socioeconomically Disadvantaged	60	33	66	64
English Learners	26	23	39	30
Students with Disabilities	35	26	54	34
Students Receiving Migrant Education Services				

California High School Exit Exam (CAHSEE) Results

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](#). 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.

California High School Exit Examination Results 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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English Language Arts	70	77	79	69	75	78	54	59	56
Mathematics	69	67	78	68	65	65	54	56	58

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

This table displays the percent of students achieving at each performance level in English language-arts and mathematics.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	22	25	53	24	45	31
All Students at the School	21	25	54	22	46	32
Male	27	29	45	21	43	36
Female	15	21	63	23	49	28
Black or African American	27	23	50	40	47	13
American Indian or Alaska Native						
Asian	10	24	66	5	37	58
Filipino	0	25	75	0	63	38
Hispanic or Latino	33	29	38	36	44	20
Native Hawaiian or Pacific Islander						
White	17	24	60	16	48	36
Two or More Races	67	8	25	57	36	7
Socioeconomically Disadvantaged	33	32	35	38	48	14
English Learners	68	28	4	64	28	8
Students with Disabilities	53	30	17	47	39	14
Students Receiving Migrant Education Services						

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 on the CDE [Academic Performance Index \(API\) Web page](#).

API Ranks - Three-Year Comparison

API Rank	2009	2010	2011
Statewide	9	9	9
Similar Schools	10	10	9

Academic Performance Index Ranks

The statewide API rank ranges from one (lowest) to ten (highest). The schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of one 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 ten means that the school’s academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index

Growth by Student Group Three-Year Comparison	Group	Actual API Change		
		2009-10	2010-11	2011-12
<p>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/D" means that no data were available to the CDE or LEA to report.</p>	All Students at the School	2	14	19
	Black or African American	2	27	25
	American Indian or Alaska Native			
	Asian	9	29	9
	Filipino			
	Hispanic or Latino	3	1	23
	Native Hawaiian or Pacific Islander			
	White	5	14	18
	Two or More Races			
	Socioeconomically Disadvantaged	3	18	13
	English Learners	-13	14	-76
	Students with Disabilities	4	30	25

Academic Performance Index Growth by Student Group – 2012 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	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,790	856	6,285	891	4,664,264	788
Black or African American	146	810	434	833	313,201	710
American Indian or Alaska Native	8		38	833	31,606	742
Asian	210	921	760	944	404,670	905
Filipino	46	907	172	918	124,824	869
Hispanic or Latino	460	800	1,443	835	2,425,230	740
Native Hawaiian or Pacific Islander	19	870	67	892	26,563	775
White	867	877	3,201	910	1,221,860	853
Two or More Races	34	797	167	911	88,428	849
Socioeconomically Disadvantaged	367	800	1,297	825	2,779,680	737
English Learners	134	700	568	797	1,530,297	716
Students with Disabilities	188	675	802	743	530,935	607

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

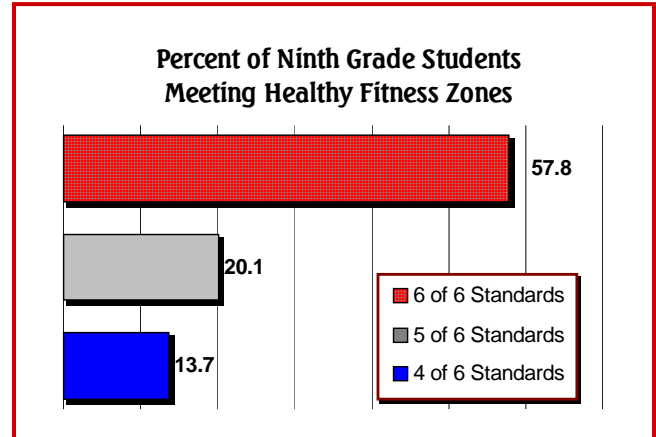
- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
 - Percent proficient on the state's standards-based assessments in ELA and mathematics
 - API as an additional indicator
 - Graduation rate (for secondary schools)
- Detailed information about AYP can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

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

“Yes” Met 2011 AYP Criteria “No” Did not Meet 2011 AYP Criteria

California Physical Fitness Test Results (2011-12)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 on the CDE [Physical Fitness Testing \(PFT\) Web page](#).



Federal Intervention Program (2012-13)

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

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		15.4%

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](#).

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](#).

Dropout Rate and Graduation Rate

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

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate		3.3	3.8		4.7	5.3		16.6	14.4
Graduation Rate		93.40	90.80		91.06	88.87		74.72	76.26

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 2011-12 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2012		
	School	District	State
All Students	535	N/A	N/A
African American	45	N/A	N/A
American Indian or Alaska Native	2	N/A	N/A
Asian	59	N/A	N/A
Filipino	12	N/A	N/A
Hispanic or Latino	131	N/A	N/A
Pacific Islander	5	N/A	N/A
White (not Hispanic)	281	N/A	N/A
Socioeconomically Disadvantaged	99	N/A	N/A
English Learners	83	N/A	N/A

Career Technical Education Programs (School Year 2011-12)

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

Redondo Union High School has comprehensive College and Career Counseling Programs that help students prepare for a variety of postsecondary opportunities. RUHS offers a variety of courses focused on career preparation: Media Arts, Computer Art and Design, and Introduction to Engineering Design. Through a partnership with Southern California Regional Occupational Center (SCROC), students are provided with career technical education. Students may attend classes at SCROC or take classes on campus taught by a SCROC instructor or RUHS instructors. These on-campus classes include: Media Arts, Digital Photography, Culinary Arts, Banking and Finance, Choral Music, and Music Theory.

Career Technical Education Participation (School Year 2011-12)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	358
Percent of the school's pupils completing a CTE program and earning a high school diploma	100%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	62.2
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	49.7

Advanced Placement Courses (School Year 2011-12)

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 CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	
English	5	
Fine and Performing	1	
Foreign Language	2	
Mathematics	8	
Science	4	
Social Science	17	
All courses	37	7.4%

[DataQuest](#) is an online data tool 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.

[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.