



## Executive Summary School Accountability Report Card, 2012–13

*For ...School*

**Address: 250 W. 5<sup>th</sup> St, San Pedro, CA 90731 Phone: (310) 832-9201**  
**Principal: Gaetano “Tom” Scotti** **Grade Span: 9-12**

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2012–13 school year. School finances and school completion data are reported for the 2011–12 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2013–14 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**

POLAHS is an independent, college preparatory charter high school located in San Pedro CA. The 950 students currently enrolled in grades 9 through 12 attend our school tuition-free. We have a faculty and staff of 75. POLAHS is open to all residents of California and admits students through a random lottery process.

Our mission is to successfully educate all students by providing an innovative, college preparatory core academic curriculum with optional specializations in international business and maritime studies. All students will graduate from high school, will be prepared and motivated for college, and will be introduced to a variety of job pathways.

**Student Enrollment**

| Group                               | Enrollment |
|-------------------------------------|------------|
| Number of students                  | 964        |
| Black or African American           | 6%         |
| American Indian or Alaska Native    | 0.3%       |
| Asian                               | 1.9%       |
| Filipino                            | 5.4%       |
| Hispanic or Latino                  | 67.7%      |
| Native Hawaiian or Pacific Islander | 1%         |
| White                               | 16.5%      |
| Two or More Races                   | 1.6%       |
| Socioeconomically Disadvantaged     | %          |
| English Learners                    | %          |
| Students with Disabilities          | %          |

**Teachers**

| Indicator  | Teachers |
|--|----------|
| Teachers with full credential                        | 54       |
| Teachers without full credential                     | 0        |
| Teachers Teaching Outside Subject Area of Competence | 0        |
| Misassignments of Teachers of English Learners       | 0        |
| Total Teacher Misassignments                         | 0        |

## Student Performance

| Subject                | Students Proficient and Above on STAR <sup>1</sup> Program Results |
|------------------------|--|
| English-Language Arts  | 68%  |
| Mathematics            | 40%  |
| Science                | %  |
| History-Social Science | 71%  |

## Academic Progress<sup>2</sup>

| Indicator   | Result |
|---|--------|
| 2013 Growth API Score (from 2013 Growth API Report)                     | -6     |
| Statewide Rank (from 2012 Base API Report)                              | 9      |
| Met All 2013 AYP Requirements   | NO     |
| Number of AYP Criteria Met Out of the Total Number of Criteria Possible |        |
| 2013–14 Program Improvement Status (PI Year)                            | Not PI |

## School Facilities

### Summary of Most Recent Site Inspection

*Narrative provided by the LEA*

### Repairs Needed

*Narrative provided by the LEA*

### Corrective Actions Taken or Planned

*Narrative provided by the LEA*

## Curriculum and Instructional Materials

| Core Curriculum Area                       | 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 Equipment (grades 9-12) | 0%  |

## School Finances

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

<sup>1</sup> Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

<sup>2</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

**School Completion**

| Indicator                       | Result |
|---------------------------------|--------|
| Graduation Rate (if applicable) | 97.6%  |

**Postsecondary Preparation**

| Measure  | Percent |
|--|---------|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma                         | 0%      |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | 39.3%   |

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2012–13 School Year**  
*Published During 2013–14*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 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 should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal 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 may 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

**Throughout this document the letters DPL mean data provided by the local educational agency (LEA), and the letters DPC mean data provided by the CDE.**

## II. About This School

### District Contact Information (School Year 2013–14)

|                |                          |
|----------------|--------------------------|
| District Name  | Data provided by the CDE |
| Phone Number   | Data provided by the CDE |
| Web Site       | Data provided by the CDE |
| Superintendent | Data provided by the CDE |
| E-mail Address | Data provided by the CDE |

### School Contact Information (School Year 2013–14)

|                                   |                          |
|-----------------------------------|--------------------------|
| School Name                       | Data provided by the CDE |
| Street                            | Data provided by the CDE |
| City, State, Zip                  | Data provided by the CDE |
| Phone Number                      | Data provided by the CDE |
| Principal                         | Data provided by the CDE |
| E-mail Address                    | Data provided by the CDE |
| County-District-School (CDS) Code | Data provided by the CDE |

### School Description and Mission Statement (School Year 2012–13)

***Narrative provided by the LEA***

*Use this space to provide information about the school, its program, and its goals.*

### Opportunities for Parental Involvement (School Year 2012–13)

***Narrative provided by the LEA***

*Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.*

## III. Student Performance

### 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>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

| Subject                       | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|-------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                               | School  |         |         | District |         |         | State   |         |         |
|                               | 2010–11   | 2011–12 | 2012–13 | 2010–11  | 2011–12 | 2012–13 | 2010–11 | 2011–12 | 2012–13 |
| <b>English-Language Arts</b>  | DPC   | DPC     | DPC     | DPC      | DPC     | DPC     | DPC     | DPC     | DPC     |
| <b>Mathematics</b>            | DPC   | DPC     | DPC     | DPC      | DPC     | DPC     | DPC     | DPC     | DPC     |
| <b>Science</b>                | DPC   | DPC     | DPC     | DPC      | DPC     | DPC     | DPC     | DPC     | DPC     |
| <b>History-Social Science</b> | DPC   | DPC     | DPC     | DPC      | DPC     | DPC     | DPC     | DPC     | DPC     |

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.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

| Group                                      | Percent of Students Scoring at Proficient or Advanced |             |         |                        |
|--|---|-------------|---------|------------------------|
|  | English-Language Arts                                 | Mathematics | Science | History-Social Science |
| <b>All Students in the LEA</b>             | DPC   | DPC         | DPC     | DPC                    |
| <b>All Students at the School</b>          | DPC   | DPC         | DPC     | DPC                    |
| <b>Male</b>                                | DPC   | DPC         | DPC     | DPC                    |
| <b>Female</b>                              | DPC   | DPC         | DPC     | DPC                    |
| <b>Black or African American</b>           | DPC   | DPC         | DPC     | DPC                    |
| <b>American Indian or Alaska Native</b>    | DPC   | DPC         | DPC     | DPC                    |
| <b>Asian</b>                               | DPC   | DPC         | DPC     | DPC                    |
| <b>Filipino</b>                            | DPC   | DPC         | DPC     | DPC                    |
| <b>Hispanic or Latino</b>                  | DPC   | DPC         | DPC     | DPC                    |
| <b>Native Hawaiian or Pacific Islander</b> | DPC   | DPC         | DPC     | DPC                    |
| <b>White</b>                               | DPC   | DPC         | DPC     | DPC                    |

|  |     |     |     |     |
|--|-----|-----|-----|-----|
| <b>Two or More Races</b>                             | DPC | DPC | DPC | DPC |
| <b>Socioeconomically Disadvantaged</b>               | DPC | DPC | DPC | DPC |
| <b>English Learners</b>                              | DPC | DPC | DPC | DPC |
| <b>Students with Disabilities</b>                    | DPC | DPC | DPC | DPC |
| <b>Students Receiving Migrant Education Services</b> | DPC | DPC | DPC | DPC |

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.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

| Subject                      | Percent of Students Scoring at Proficient or Advanced |         |         |          |         |         |         |         |         |
|------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                              | School  |         |         | District |         |         | State   |         |         |
|                              | 2010–11   | 2011–12 | 2012–13 | 2010–11  | 2011–12 | 2012–13 | 2010–11 | 2011–12 | 2012–13 |
| <b>English-Language Arts</b> | DPC   | DPC     | DPC     | DPC      | DPC     | DPC     | DPC     | DPC     | DPC     |
| <b>Mathematics</b>           | DPC   | DPC     | DPC     | DPC      | DPC     | DPC     | DPC     | DPC     | DPC     |

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.

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

| Group                                      | English-Language Arts |            |          | Mathematics    |            |          |
|--|-----------------------|------------|----------|----------------|------------|----------|
|  | Not Proficient        | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| <b>All Students in the LEA</b>             | DPC                   | DPC        | DPC      | DPC            | DPC        | DPC      |
| <b>All Students at the School</b>          | DPC                   | DPC        | DPC      | DPC            | DPC        | DPC      |
| <b>Male</b>                                | DPC                   | DPC        | DPC      | DPC            | DPC        | DPC      |
| <b>Female</b>                              | DPC                   | DPC        | DPC      | DPC            | DPC        | DPC      |
| <b>Black or African American</b>           | DPC                   | DPC        | DPC      | DPC            | DPC        | DPC      |
| <b>American Indian or Alaska Native</b>    | DPC                   | DPC        | DPC      | DPC            | DPC        | DPC      |
| <b>Asian</b>                               | DPC                   | DPC        | DPC      | DPC            | DPC        | DPC      |
| <b>Filipino</b>                            | DPC                   | DPC        | DPC      | DPC            | DPC        | DPC      |
| <b>Hispanic or Latino</b>                  | DPC                   | DPC        | DPC      | DPC            | DPC        | DPC      |
| <b>Native Hawaiian or Pacific Islander</b> | DPC                   | DPC        | DPC      | DPC            | DPC        | DPC      |



|  |     |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|-----|
| <b>White</b>   | DPC | DPC | DPC | DPC | DPC | DPC |
| <b>Two or More Races</b>                             | DPC | DPC | DPC | DPC | DPC | DPC |
| <b>Socioeconomically Disadvantaged</b>               | DPC | DPC | DPC | DPC | DPC | DPC |
| <b>English Learners</b>                              | DPC | DPC | DPC | DPC | DPC | DPC |
| <b>Students with Disabilities</b>                    | DPC | DPC | DPC | DPC | DPC | DPC |
| <b>Students Receiving Migrant Education Services</b> | DPC | DPC | DPC | DPC | DPC | DPC |

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.

## California Physical Fitness Test Results (School Year 2012–13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Four of Six Fitness Standards | Percent of Students Meeting Five of Six Fitness Standards | Percent of Students Meeting Six of Six Fitness Standards |
|-------------|---|---|--|
| 5           | DPC   | DPC   | DPC  |
| 7           | DPC   | DPC   | DPC  |
| 9           | DPC   | DPC   | DPC  |

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.

## IV. 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               | 2010 | 2011 | 2012 |
|------------------------|------|------|------|
| <b>Statewide</b>       | DPC  | DPC  | DPC  |
| <b>Similar Schools</b> | DPC  | DPC  | DPC  |

### Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group                               | Actual API Change 2010–11 | Actual API Change 2011–12 | Actual API Change 2012–13 |
|-------------------------------------|---------------------------|---------------------------|---------------------------|
| All Students at the School          | DPC                       | DPC                       | DPC                       |
| Black or African American           | DPC                       | DPC                       | DPC                       |
| American Indian or Alaska Native    | DPC                       | DPC                       | DPC                       |
| Asian                               | DPC                       | DPC                       | DPC                       |
| Filipino                            | DPC                       | DPC                       | DPC                       |
| Hispanic or Latino                  | DPC                       | DPC                       | DPC                       |
| Native Hawaiian or Pacific Islander | DPC                       | DPC                       | DPC                       |
| White                               | DPC                       | DPC                       | DPC                       |
| Two or More Races                   | DPC                       | DPC                       | DPC                       |
| Socioeconomically Disadvantaged     | DPC                       | DPC                       | DPC                       |
| English Learners                    | DPC                       | DPC                       | DPC                       |
| Students with Disabilities          | DPC                       | DPC                       | DPC                       |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

| Group                               | Number of Students | School | Number of Students | LEA | Number of Students | State |
|-------------------------------------|--------------------|--------|--------------------|-----|--------------------|-------|
| All Students at the School          | DPC                | DPC    | DPC                | DPC | DPC                | DPC   |
| Black or African American           | DPC                | DPC    | DPC                | DPC | DPC                | DPC   |
| American Indian or Alaska Native    | DPC                | DPC    | DPC                | DPC | DPC                | DPC   |
| Asian                               | DPC                | DPC    | DPC                | DPC | DPC                | DPC   |
| Filipino                            | DPC                | DPC    | DPC                | DPC | DPC                | DPC   |
| Hispanic or Latino                  | DPC                | DPC    | DPC                | DPC | DPC                | DPC   |
| Native Hawaiian or Pacific Islander | DPC                | DPC    | DPC                | DPC | DPC                | DPC   |
| White                               | DPC                | DPC    | DPC                | DPC | DPC                | DPC   |
| Two or More Races                   | DPC                | DPC    | DPC                | DPC | DPC                | DPC   |
| Socioeconomically Disadvantaged     | DPC                | DPC    | DPC                | DPC | DPC                | DPC   |
| English Learners                    | DPC                | DPC    | DPC                | DPC | DPC                | DPC   |
| Students with Disabilities          | DPC                | DPC    | DPC                | DPC | DPC                | DPC   |

## 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 2012–13)

| AYP Criteria                                   | School | District |
|--|--------|----------|
| Made AYP Overall                               | DPC    | DPC      |
| Met Participation Rate - English-Language Arts | DPC    | DPC      |
| Met Participation Rate - Mathematics           | DPC    | DPC      |
| Met Percent Proficient - English-Language Arts | DPC    | DPC      |
| Met Percent Proficient - Mathematics           | DPC    | DPC      |
| Met API Criteria                               | DPC    | DPC      |
| Met Graduation Rate                            | DPC    | DPC      |

### Federal Intervention Program (School Year 2013–14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator   | School | District |
|---|--------|----------|
| Program Improvement Status                          | DPC    | DPC      |
| First Year of Program Improvement                   | DPC    | DPC      |
| Year in Program Improvement                         | DPC    | DPC      |
| Number of Schools Currently in Program Improvement  | N/A    | DPC      |
| Percent of Schools Currently in Program Improvement | N/A    | DPC      |

Note: Cells shaded in black or with N/A values do not require data.

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012–13)

| Grade Level  | Number of Students       |
|--------------|--------------------------|
| Kindergarten | Data provided by the CDE |
| Grade 1      | Data provided by the CDE |
| Grade 2      | Data provided by the CDE |
| Grade 3      | Data provided by the CDE |
| Grade 4      | Data provided by the CDE |
| Grade 5      | Data provided by the CDE |

|                            |                          |
|----------------------------|--------------------------|
| <b>Grade 6</b>             | Data provided by the CDE |
| <b>Grade 7</b>             | Data provided by the CDE |
| <b>Grade 8</b>             | Data provided by the CDE |
| <b>Ungraded Elementary</b> | Data provided by the CDE |
| <b>Grade 9</b>             | Data provided by the CDE |
| <b>Grade 10</b>            | Data provided by the CDE |
| <b>Grade 11</b>            | Data provided by the CDE |
| <b>Grade 12</b>            | Data provided by the CDE |
| <b>Ungraded Secondary</b>  | Data provided by the CDE |
| <b>Total Enrollment</b>    | Data provided by the CDE |

### Student Enrollment by Student Group (School Year 2012–13)

| <b>Group</b>                               | <b>Percent of Total Enrollment</b> |
|--|------------------------------------|
| <b>Black or African American</b>           | Data provided by the CDE           |
| <b>American Indian or Alaska Native</b>    | Data provided by the CDE           |
| <b>Asian</b>                               | Data provided by the CDE           |
| <b>Filipino</b>                            | Data provided by the CDE           |
| <b>Hispanic or Latino</b>                  | Data provided by the CDE           |
| <b>Native Hawaiian or Pacific Islander</b> | Data provided by the CDE           |
| <b>White</b>                               | Data provided by the CDE           |
| <b>Two or More Races</b>                   | Data provided by the CDE           |
| <b>Socioeconomically Disadvantaged</b>     | Data provided by the CDE           |
| <b>English Learners</b>                    | Data provided by the CDE           |
| <b>Students with Disabilities</b>          | Data provided by the CDE           |

### Average Class Size and Class Size Distribution (Elementary)

| <b>Grade Level</b> | <b>Avg. Class Size</b> | <b>2010–11 Number of Classes*</b> |              |            | <b>Avg. Class Size</b> | <b>2011–12 Number of Classes*</b> |              |            | <b>Avg. Class Size</b> | <b>2012–13 Number of Classes*</b> |              |            |
|--------------------|------------------------|-----------------------------------|--------------|------------|------------------------|-----------------------------------|--------------|------------|------------------------|-----------------------------------|--------------|------------|
|                    |                        | <b>1-20</b>                       | <b>21-32</b> | <b>33+</b> |                        | <b>1-20</b>                       | <b>21-32</b> | <b>33+</b> |                        | <b>1-20</b>                       | <b>21-32</b> | <b>33+</b> |
| <b>K</b>           | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        |
| <b>1</b>           | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        |
| <b>2</b>           | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        |
| <b>3</b>           | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        |
| <b>4</b>           | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        |
| <b>5</b>           | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        |
| <b>6</b>           | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        |
| <b>Other</b>       | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        | DPC                    | DPC                               | DPC          | DPC        |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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

| Subject        | Avg. Class Size | 2010–11 Number of Classes* |       |     | Avg. Class Size | 2011–12 Number of Classes* |       |     | Avg. Class Size | 2012–13 Number of Classes* |       |     |
|----------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
|                |                 | 1-22                       | 23-32 | 33+ |                 | 1-22                       | 23-32 | 33+ |                 | 1-22                       | 23-32 | 33+ |
| English        | DPC             | DPC                        | DPC   | DPC | DPC             | DPC                        | DPC   | DPC | DPC             | DPC                        | DPC   | DPC |
| Mathematics    | DPC             | DPC                        | DPC   | DPC | DPC             | DPC                        | DPC   | DPC | DPC             | DPC                        | DPC   | DPC |
| Science        | DPC             | DPC                        | DPC   | DPC | DPC             | DPC                        | DPC   | DPC | DPC             | DPC                        | DPC   | DPC |
| Social Science | DPC             | DPC                        | DPC   | DPC | DPC             | DPC                        | DPC   | DPC | DPC             | DPC                        | DPC   | DPC |

\* 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.

### School Safety Plan (School Year 2012–13)

***Narrative provided by the LEA***

*Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.*

### Suspensions and Expulsions

| Rate        | School 2010–11 | School 2011–12 | School 2012–13 | District 2010–11 | District 2011–12 | District 2012–13 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|
| Suspensions | DPL            | DPL            | DPL            | DPL              | DPL              | DPL              |
| Expulsions  | DPL            | DPL            | DPL            | DPL              | DPL              | DPL              |

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013–14)

***Narrative provided by the LEA***

*Using the most recent Facility Inspection Tool (FIT) data (or equivalent) provide the following:*

- *Description of the safety, cleanliness, and adequacy of the school facility*
- *Description of any planned or recently completed facility improvements*
- *Description of any needed maintenance to ensure good repair*

### School Facility Good Repair Status (School Year 2013–14)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

| System Inspected  | Repair Needed and Action Taken or Planned |      |      |                          |
|---|---|------|------|--------------------------|
|   | Good                                      | Fair | Poor |                          |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | DPL                                       | DPL  | DPL  | Data provided by the LEA |
| <b>Interior:</b> Interior Surfaces                                      | DPL                                       | DPL  | DPL  | Data provided by the LEA |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | DPL                                       | DPL  | DPL  | Data provided by the LEA |
| <b>Electrical:</b> Electrical   | DPL                                       | DPL  | DPL  | Data provided by the LEA |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | DPL                                       | DPL  | DPL  | Data provided by the LEA |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | DPL                                       | DPL  | DPL  | Data provided by the LEA |
| <b>Structural:</b> Structural Damage, Roofs                             | DPL                                       | DPL  | DPL  | Data provided by the LEA |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | DPL                                       | DPL  | DPL  | Data provided by the LEA |

### Overall Facility Rate (School Year 2013–14)

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
|                |           | DPL  | DPL  | DPL  |

## VII. Teachers

### Teacher Credentials

| Teachers  | School 2010–11 | School 2011–12 | School 2012–13 | District 2012–13 |
|---|----------------|----------------|----------------|------------------|
| <b>With Full Credential</b>   | DPL            | DPL            | DPL            | DPL              |
| <b>Without Full Credential</b>  | DPL            | DPL            | DPL            | DPL              |
| <b>Teaching Outside Subject Area of Competence (with full credential)</b> | DPL            | DPL            | DPL            | DPL              |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator   | 2011–12 | 2012–13 | 2013–14 |
|---|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b> | DPL     | DPL     | DPL     |
| <b>Total Teacher Misassignments*</b>                  | DPL     | DPL     | DPL     |
| <b>Vacant Teacher Positions</b>                       | DPL     | DPL     | DPL     |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012–13)

The federal ESEA, also known as 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 | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|---|--|--|
| <b>This School</b>                      | Data provided by the CDE   | Data provided by the CDE   |
| <b>All Schools in District</b>          | Data provided by the CDE   | Data provided by the CDE   |
| <b>High-Poverty Schools in District</b> | Data provided by the CDE   | Data provided by the CDE   |
| <b>Low-Poverty Schools in District</b>  | Data provided by the CDE   | Data provided by the CDE   |

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 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012–13)

| Title  | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|--|-----------------------------------|---|
| <b>Academic Counselor</b>                                  | 3                                 | 321   |
| <b>Counselor (Social/Behavioral or Career Development)</b> | 0                                 | N/A   |
| <b>Library Media Teacher (librarian)</b>                   | 0                                 | N/A   |
| <b>Library Media Services Staff (paraprofessional)</b>     | 0                                 | N/A   |
| <b>Psychologist</b>  | 1                                 | N/A   |
| <b>Social Worker</b>                                       | 0                                 | N/A   |
| <b>Nurse</b>   | 0                                 | N/A   |
| <b>Speech/Language/Hearing Specialist</b>                  | 0                                 | N/A   |
| <b>Resource Specialist (non-teaching)</b>                  | 0                                 | N/A   |
| <b>Other</b>   | 0                                 | N/A   |

Note: Cells shaded in black or with N/A values 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 percent of full time.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013–14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

*Year and month in which data were collected:* **Data provided by the LEA**

| Core Curriculum Area                       | Textbooks and instructional materials/year of adoption | From most recent adoption? | Percent students lacking own assigned copy |
|--|--|----------------------------|--|
| Reading/Language Arts                      | DPL  | DPL                        | DPL  |
| Mathematics                                | DPL  | DPL                        | DPL  |
| Science                                    | DPL  | DPL                        | DPL  |
| History-Social Science                     | DPL  | DPL                        | DPL  |
| Foreign Language                           | DPL  | DPL                        | DPL  |
| Health                                     | DPL  | DPL                        | DPL  |
| Visual and Performing Arts                 | DPL  | DPL                        | DPL  |
| Science Laboratory Equipment (grades 9-12) | DPL  | DPL                        | DPL  |

**Note: Schools are not required to present SARC information in a tabular format. This template is only a guide. Schools can provide a narrative or other format, as long as it includes all the information requested below:**

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

\*If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and **note the year and month in which the data were collected.**



## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011–12)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site                                   | DPL                          | DPL  | DPL   | DPL                    |
| District                                      | N/A                          | N/A  | DPL   | DPC                    |
| Percent Difference – School Site and District | N/A                          | N/A  | DPL   | DPL                    |
| State   | N/A                          | N/A  | DPC   | DPC                    |
| Percent Difference – School Site and State    | N/A                          | N/A  | DPL   | DPL                    |

Note: Cells shaded in black or with N/A values do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for 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.

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>.

### Types of Services Funded (Fiscal Year 2012–13)

***Narrative provided by the LEA***

*Provide specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.*

### Teacher and Administrative Salaries (Fiscal Year 2011–12)

| Category                                      | District Amount          | State Average For Districts In Same Category |
|---|--------------------------|--|
| Beginning Teacher Salary                      | Data provided by the CDE | Data provided by the CDE                     |
| Mid-Range Teacher Salary                      | Data provided by the CDE | Data provided by the CDE                     |
| Highest Teacher Salary                        | Data provided by the CDE | Data provided by the CDE                     |
| Average Principal Salary (Elementary)         | Data provided by the CDE | Data provided by the CDE                     |
| Average Principal Salary (Middle)             | Data provided by the CDE | Data provided by the CDE                     |
| Average Principal Salary (High)               | Data provided by the CDE | Data provided by the CDE                     |
| Superintendent Salary                         | Data provided by the CDE | Data provided by the CDE                     |
| Percent of Budget for Teacher Salaries        | Data provided by the CDE | Data provided by the CDE                     |
| Percent of Budget for Administrative Salaries | Data provided by the CDE | Data provided by the CDE                     |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college 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 page at <http://www.universityofcalifornia.edu/admissions/>.

#### 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>.

### Dropout Rate and Graduation Rate

| Indicator              | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2009–10 | 2010–11 | 2011–12 | 2009–10  | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 |
| <b>Dropout Rate</b>    | DPC     | DPC     | DPC     | DPC      | DPC     | DPC     | DPC     | DPC     | DPC     |
| <b>Graduation Rate</b> | DPC     | DPC     | DPC     | DPC      | DPC     | DPC     | DPC     | DPC     | DPC     |

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

**Graduating Class of 2012**

| Group                               | School | District | State |
|-------------------------------------|--------|----------|-------|
| All Students                        | DPC    | DPC      | DPC   |
| Black or African American           | DPC    | DPC      | DPC   |
| American Indian or Alaska Native    | DPC    | DPC      | DPC   |
| Asian                               | DPC    | DPC      | DPC   |
| Filipino                            | DPC    | DPC      | DPC   |
| Hispanic or Latino                  | DPC    | DPC      | DPC   |
| Native Hawaiian or Pacific Islander | DPC    | DPC      | DPC   |
| White                               | DPC    | DPC      | DPC   |
| Two or More Races                   | DPC    | DPC      | DPC   |
| Socioeconomically Disadvantaged     | DPC    | DPC      | DPC   |
| English Learners                    | DPC    | DPC      | DPC   |
| Students with Disabilities          | DPC    | DPC      | DPC   |

**Career Technical Education Programs (School Year 2012–13)*****Narrative provided by the LEA***

*Use this space to provide information about Career Technical Education (CTE) programs including:*

- Programs and classes offered that are specifically focused on career preparation and or preparation for work*
- How these programs and classes are integrated with academic courses and how they support academic achievement*
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students*
- The measurable outcomes of these programs and classes, and how they are evaluated*
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee*

**Career Technical Education Participation (School Year 2012–13)**

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | Data provided by the LEA  |
| Percent of pupils completing a CTE program and earning a high school diploma                                   | Data provided by the LEA  |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | Data provided by the LEA  |

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

| UC/CSU Course Measure   | Percent                  |
|---|--------------------------|
| 2012–13 Students Enrolled in Courses Required for UC/CSU Admission        | Data provided by the CDE |
| 2011–12 Graduates Who Completed All Courses Required for UC/CSU Admission | Data provided by the CDE |

## Advanced Placement Courses (School Year 2012–13)

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | Data provided by the CDE      | N/A                               |
| English                  | Data provided by the CDE      | N/A                               |
| Fine and Performing Arts | Data provided by the CDE      | N/A                               |
| Foreign Language         | Data provided by the CDE      | N/A                               |
| Mathematics              | Data provided by the CDE      | N/A                               |
| Science                  | Data provided by the CDE      | N/A                               |
| Social Science           | Data provided by the CDE      | N/A                               |
| All courses              | Data provided by the CDE      | Data provided by the CDE          |

Note: Cells shaded in black or with N/A values do not require data.

\* Where there are student course enrollments.

## 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*

Use this space to share information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?