

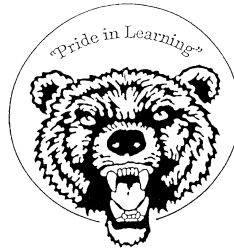
San Luis Coastal Unified School District

Pacific Beach High School

Grade 10 through Grade 12

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**California Model
 Continuation High School
 2006-2020**

2017-2018 School Accountability Report Card

Published During 2018-2019

| | | |
|---|--|--|
| <p>BOARD OF EDUCATION DEC 2018-NOV 2019</p> <p>Ellen Sheffer President</p> <p>Marilyn Rodger Clerk</p> <p>Members: Mark Buchman Kathryn Eisendrath-Rogers Evelyn Frame Walter Millar Chris Ungar</p> | <p>San Luis Coastal Unified School District Mission Statement</p> <p><i>The mission of San Luis Coastal Unified School District is to educate students to become self-sufficient individuals who are capable of making significant contributions to society and managing change in the culturally diverse world community. The District guarantees to provide the highest quality programs and services which will give all individuals the opportunity to realize their full intellectual, physical, creative, emotional, and social potential.</i></p> | <p>DISTRICT OFFICE</p> <p>1500 Lizzie Street San Luis Obispo, CA 93401 Phone: (805) 549-1200 Fax: (805) 549-9074 E-mail: district@slcusd.org Web Site: www.slcusd.org</p> <p>Eric Prater, Ed. D. Superintendent</p> <p>Ryan Pinkerton Assistant Superintendent Business Services</p> <p>Kim McGrath Assistant Superintendent Personnel, Innovation and Educational Services</p> |
|---|--|--|



The State of California's goals for public education are embedded in the Local Control Funding Formula and Local Control Accountability Plan, adopted in 2013-14. San Luis Coastal Unified School District, in 2011, adopted its own Initiatives for Student Success. We support the State's goals by drawing annual focus areas from these initiatives:

2017-2018:

- FOCUS AREA 1:** Improve student achievement
- FOCUS AREA 2:** Narrow the Achievement Gap in ELA, Math and A-G requirements
- FOCUS AREA 3:** Create an intentional culture of care and intervention
- FOCUS AREA 4:** Technology and Innovation
- FOCUS AREA 5:** Establish a data-rich culture

I. Data and Access

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

DataQuest is an online data tool located at <http://dg.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access is available at public libraries and other locations that are publicly accessible; e.g., the California State Library. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used, depending on availability, the types of software programs available on a workstation, and the ability to print documents.

School Description and Mission Statement

Pacific Beach High School (PBHS) is a Western Association of Schools and Colleges (WASC) accredited continuation high school serving students from within the San Luis Coastal Unified School District. Our mission is to recognize that each student is an individual with different needs, learning styles, and talents. The school is committed to provide the highest quality programs and services to our students that will contribute to personal, career and educational success, with the expectation that they become productive, self-sufficient members of society.

Opportunities for Parental Involvement

Parents at Pacific Beach High School are invited to serve on the school's Site Council and are welcomed in classrooms as observers and/or volunteers. Parents are also invited to lend their time and efforts on field trips, special events, and graduation. For further information concerning parental involvement, please contact the principal at 805-596-4023. Families also attend a number of picnic events over the course of the school year, including Back-to-School Night, the Holiday Feast and Open House.

Enrollment by Grade Level (2017-2018)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 10 | 0 |
| Grade 11 | 12 |
| Grade 12 | 41 |
| Total Enrollment | 53 |

Enrollment by Group (2017-2018)

| Group | Percent of Enrollment |
|---------------------------------|-----------------------|
| African-American | |
| American Indian/Alaskan Native | |
| Filipino | |
| Hispanic or Latino | 47.2% |
| White (not Hispanic) | 50.9% |
| Two or More | 1.9% |
| Socioeconomically Disadvantaged | 75.47% |
| English Learners | 18.87% |
| Students with Disabilities | 9.43% |

Average Class Size and Class Size Distribution (Secondary)

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

| Class | Avg. Class Size | 2015-16 | | | Avg. Class Size | 2016-17 | | | Avg. Class Size | 2017-18 | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | | Number of Classrooms | | | | Number of Classrooms | | | | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| English | * | * | * | * | * | * | * | * | * | * | * | * |
| Mathematics | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | * | * | * | * | * | * | * | * | * | * | * | * |
| Social Science | * | * | * | * | * | * | * | * | * | * | * | * |

*fewer than 10 students tested with results

III. School Climate

School Safety Plan

The PBHS School Safety Plan identifies appropriate strategies and programs that will provide or maintain a high level of school safety and address procedures for complying with existing laws and Senate Bill 187. Safety and positive behavior are reinforced at PBHS.

The Safe School Plan is reviewed annually and incorporates clear rules and consequences, comprehensive supervision, and preventative health and safety programs. Emergency procedures are in place to allow for situations that occur while students are on campus. Nuclear emergency response, lockdown, fire, and earthquake drills are conducted each year. The School's Safety Plan was last updated and reviewed with staff in October, 2018.

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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 10.31% | 3.96% | 8.7% | 2.62% | 2.21% | 2.4% |
| Expulsions | 0% | 0% | 0% | 0.10% | 0.12% | 0.12% |

IV. School Facilities

Facility Conditions and Planned Improvements

The District extends great efforts to maintain the schools in a manner that ensures that they are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument, with all potential problems related to safety reported and monitored for completion by site administration and the Building, Grounds, and Transportation Department. Information about this evaluation can be found for all sites at <http://www.slcsd.org/fmp/index.html>. The following is a list of projects at the High Schools: renovate classrooms campus-wide, renovate restrooms campus-wide, Library renovation, new student support center, Cafeteria and kitchen expansion, STEAM (industrial arts) complex renovation, pool and support building, MPR/performance space, gym and locker room improvements, renovate plaza / quad area, new all-weather track, and refurbish/expand tennis courts.

The following is specific information on the condition of the school and the efforts made to ensure that students are provided a clean, safe, functional learning environment.

Age of School Buildings

Pacific Beach High School has 4 classrooms, a computer lab, a multipurpose room, a library and an office. The current site was established in 1979 by relocating facilities built in 1938.

Maintenance and Repair

The District maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is utilized to ensure efficient service, and ensures that emergency repairs are given the highest priority. Many of our facilities are being modernized as part of the District Measure D program enacted in 2014.

Cleaning Process and Schedule

The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at Buildings, Grounds and Transportation. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district utilizes a deferred maintenance plan that is funded by an annual percentage from the District general fund. The District uses the funding to assist schools with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

The complete deferred maintenance plan is available at the Buildings, Grounds and Transportation office.

School Facility Good Repair Status

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

| System Inspected | Good | Fair | Poor | Repair Needed and Action Taken or Planned |
|--|------|------|------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | ✓ | | | |
| Interior: Interior Surfaces | ✓ | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | ✓ | | | |
| Electrical: Electrical | ✓ | | | Action taken or planned is tracked with School Dude |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | ✓ | | | |
| Safety: Fire Safety, Hazardous Materials | ✓ | | | |
| Structural: Structural Damage, Roofs | ✓ | | | |
| External: Playground, School Grounds, Windows, Doors, Gates, Fences | ✓ | | | |
| Overall Rating | ✓ | | | |

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

| Teachers | 2015-16 | School 2016-17 | 2017-18 | District 2017-18 |
|--|---------|----------------|---------|------------------|
| With Full Credential | 4 | 4 | 4 | 387.7 |
| Without Full Credential | 0 | 0 | 0 | 2 |
| Teaching Outside Subject Area of Competence | 4 | 3 | 3 | 11 |

Teacher Misassignments and Vacant Teacher Positions

The district did not have any teacher misassignments (teachers assigned without proper legal authorization) or 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) for the three-year period 2016-17 through 2018-19.

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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.

VI. Support Staff

Academic Counselors and Other Support Staff (2017-2018)

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% of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|--|----------------------------------|---|
| Academic Counselor | 0 | |
| Library Media Services Staff (paraprofessional) | 0.4063 | |
| Psychologist | 0.41 | |
| Nurse | 0.02 | |
| Speech/Language/Hearing Specialist | 0.71 | |
| College Career Center Coordinator | 0.4375 | |

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2018-2019)

Supplying staff and students with high quality textbooks and instructional materials is a priority of the school district. The ratio of textbooks per pupil is one textbook to each student.

| Core Curriculum Areas | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
|--|--|--|
| Reading/Language Arts | 1 per student | 0 |
| Mathematics | 1 per student | 0 |
| Science | 1 per student | 0 |
| History/Social Science | 1 per student | 0 |
| Foreign Language | 1 per student | 0 |
| Health | 1 per student | 0 |
| Visual and Performing Arts | Sufficient Instructional Materials | 0 |
| Science Laboratory Equipment (Grades 9-12) | Sufficient Instructional Materials | 0 |

K-8 Core Curriculum Areas

The district has adopted and purchased the following materials from the most recent list of standards-based materials adopted by the State Board of Education.

| Subject | Adopted | Grade Levels | Publisher | Title |
|------------------------|---------|--------------|---------------------------------|--|
| Reading/Language Arts | 2016 | K-5 | Heinemann | <i>Units of Study for Teaching Reading</i> |
| | 2003 | 6-8 | McDougal Littell | <i>Language of Literature</i> |
| Mathematics | 2014 | K-2 | Math Learning Center | <i>Bridges, 2nd Edition</i> |
| | 2015 | 3-5 | Math Learning Center | <i>Bridges, 2nd Edition</i> |
| | 2016 | 6 | College Preparatory Mathematics | <i>Core Connections, Course 1</i> |
| | 2016 | 7-8 | College Preparatory Mathematics | <i>Core Connections, Course 2 & Course 3</i> |
| History/Social Science | 2007 | K-5 | Houghton Mifflin | <i>Houghton Mifflin History/Social Science</i> |
| | 2007 | 6 | Holt, Rinehart & Winston | <i>World History: Ancient Civilizations</i> |
| | 2007 | 7 | Holt, Rinehart & Winston | <i>World History: Medieval to Early Modern Times</i> |
| | 2007 | 8 | Holt, Rinehart & Winston | <i>US History: Independence to 1914</i> |
| Science | 2016 | K-5 | Delta Education | <i>FOSS Next Generation</i> |
| | 2008 | 6 | MacMillan/McGraw-Hill | <i>California Earth Science</i> |
| | 2008 | 7 | Prentice Hall | <i>Focus on Life Science, California Edition</i> |
| | 2008 | 8 | Prentice Hall | <i>Focus on Physical Science, California Edition</i> |

9-12 Core Curriculum Areas

The district has adopted and purchased the following standards-based materials for grades 9-12 that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

| Subject | Year Adopted | Grade Levels | Publisher | Title |
|------------------------|--------------|--------------|---------------------------------|--|
| English | 2003 | 9-12 | McDougal Littell | <i>Language of Literature</i> |
| Mathematics | 2015 | 9-12 | College Preparatory Mathematics | <i>Core Connections, Algebra I</i> |
| | 2015 | 9-12 | College Preparatory Mathematics | <i>Core Connections, Geometry</i> |
| | 2015 | 9-12 | College Preparatory Mathematics | <i>Core Connections, Algebra II</i> |
| | 1995 | 9-12 | PWS Publishing Company | <i>Analytic Trigonometry with Applications</i> |
| | 2001 | 9-12 | Addison Wesley Longman, Inc. | <i>Elementary Statistics</i> |
| | 2005 | 9-12 | Prentice Hall | <i>Calculus: Graphical, Numerical, Algebraic</i> |
| | 2010 | 9-12 | Pearson/Addison Wesley | <i>Precalculus</i> |
| History/Social Science | 2001 | 10 | Heath/McDougal Littell | <i>Modern World History: Patterns for Interaction</i> |
| | 2001 | 11 | Heath/McDougal Littell | <i>The Americans: Reconstruction Through the 20th Century</i> |
| | 2001 | 12 | Prentice Hall | <i>Magruder's American Government</i> |
| | 2001 | 12 | Glencoe | <i>Economics: Principles and Practices</i> |

| Subject | Year Adopted | Grade Levels | Publisher | Title |
|---------|--------------|--------------|------------------------|--|
| Science | 2018 | 9 | Lab-Aides | <i>Biology: Science Global Issues, 2nd Edition</i> |
| | 2018 | 10 | Heath/McDougal Littell | <i>Introductory Chemistry: A Foundation, 4th Edition & Chemistry, 5th Edition Honors</i> |
| | 2014 | 11-12 | Pearson | <i>Physics for Scientists & Engineers</i> |
| | 2014 | 11-12 | Pearson | <i>College Physics: A Strategic Approach, AP Ed.</i> |

Health

Each pupil enrolled in a health course has sufficient textbooks or instructional materials consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

| Subject | Year Adopted | Grade Levels | Publisher | Title |
|---------|--------------|--------------|--------------------------|------------------------|
| Health | 2006 | 9 | Holt, Rinehart & Winston | <i>Lifetime Health</i> |

Foreign Language

Each pupil enrolled in a foreign language course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

| Subject | Year Adopted | Grade Levels | Publisher | Title |
|---------|--------------|--------------|-----------------------|---|
| Spanish | 2018 | 9-12 | Vista Higher Learning | <i>Descubre</i> |
| French | 2018 | 9-12 | Vista Higher Learning | <i>D'accord I</i> |
| Latin | 2005 | 9-12 | Cambridge | <i>Cambridge Latin Course, North American, 4th Edition</i> |
| | 2005 | 9-12 | Bolchazy | <i>Supplemental Books for Latin</i> |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-2017)

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 | \$19,361 | \$2,434 | \$16,927 | \$75,552 |
| District | | | \$12,327 | \$74,561 |
| Percent Difference - School Site and District | | | 37.32% | 1.33% |
| State | | | \$7,125 | \$76,522 |
| Percent Difference - School Site and State | | | 137.57% | -1.27% |

Types of Services Funded (2017-2018)

Funded services include instructional, transportation, operations, and administrative. Some of the programs funded by state and federal resources that enable the district to provide services to support student achievement and well-being are:

| | |
|------------------------------|--|
| Career Technical Education | Limited English Proficiency, Title III |
| College Readiness | Special Education |
| English Language Instruction | Title I |
| Homeless Child Education | Vocational Education |
| Lottery | |

Teacher and Administrative Salaries (Fiscal Year 2016-2017) This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Avg For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$46,515 | \$47,547 |
| Mid-Range Teacher Salary | \$69,477 | \$74,775 |
| Highest Teacher Salary | \$97,739 | \$93,651 |
| Average Principal Salary (Elementary) | \$127,137 | \$116,377 |
| Average Principal Salary (Middle) | \$129,885 | \$122,978 |
| Average Principal Salary (High) | \$145,388 | \$135,565 |
| Superintendent Salary | \$215,273 | \$222,853 |
| % of Budget for Teacher Salaries | 34% | 5% |
| % of Budget for Admin Salaries | 35% | 6% |

IX. Student Performance

Please 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 an individual student.

California Assessment of Student Performance and Progress Results for All Students (School Year 17-18)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 28.57% | 42.11% | 66.79% | 68.33% | 48.56% | 49.88% |
| Mathematics (grades 3-8 and 11) | 5.56% | 5.26% | 61.55% | 61.64% | 37.56% | 38.65% |

Note: Percentages are not calculated 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.

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 17-18)

ELA – Grade 11

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 21 | 19 | 90% | 42.11% |
| Male | * | * | * | * |
| Female | * | * | * | * |
| Asian | * | * | * | * |
| Hispanic or Latino | * | * | * | * |
| White | * | * | * | * |
| Two or More Races | * | * | * | * |
| Socioeconomically Disadvantaged | 14 | 13 | 93% | 30.77% |
| English Learners | * | * | * | * |
| Students with Disabilities | * | * | * | * |

Note: ELA/Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes – appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Assessment Results – Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 17-17)

Mathematics – Grade 11

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 21 | 19 | 90% | 5.26% |
| Male | * | * | * | * |
| Female | * | * | * | * |
| Asian | * | * | * | * |
| Hispanic or Latino | * | * | * | * |
| White | * | * | * | * |
| Two or More Races | * | * | * | * |
| Socioeconomically Disadvantaged | 14 | 13 | 93% | 30.77% |
| English Learners | * | * | * | * |
| Students with Disabilities | * | * | * | * |

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2016–17 | School 2017–18 | District 2016–17 | District 2017–18 | State 2016–17 | State 2017–18 |
|-----------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (high school) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

California Physical Fitness Test Results (2016-17)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9. 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 result 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 Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | * | * | * |

- No 9th graders

X. 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, http://www.universityofcalifornia.edu/](http://www.universityofcalifornia.edu/).

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, http://www.calstate.edu/admission/](http://www.calstate.edu/admission/).

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

| UC/CSU Course Measure | |
|---|----|
| 2017-18 Students Enrolled in Courses Required for UC/CSU Admission | 0% |
| 2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission | 0% |

Dropout Rate and Graduation Rate

| Indicator | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate (1-year) | 10% | 8.2% | 15.6% | 2.4% | 2% | 1.9% | 10.7% | 9.7% | 9.1% |
| Graduation Rate | 78% | 85.71% | 73.3% | 94.9% | 96.9% | 94.5% | 82.3% | 83.8% | 82.7% |

Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

| Group | Graduating Class of 2017 | | |
|----------------------------------|--------------------------|----------|--------|
| | School | District | State |
| All Students | 100% | 95.45% | 88.72% |
| African American | 0% | 83.33% | 82.15% |
| American Indian or Alaska Native | 100% | 100% | 82.81% |
| Asian | 0% | 100% | 94.93% |
| Filipino | 0% | 100% | 93.45% |
| Hispanic or Latino | 100% | 97.5% | 86.54% |
| White (not Hispanic) | 100% | 93.77% | 92.12% |
| Multiple | 0% | 100% | 91.15% |
| Socioeconomically Disadvantaged | 100% | 100% | 88.64% |
| English Learners | 66.67% | 61.54% | 56.74% |
| Students with Disabilities | 100% | 90.48% | 67.12% |

XI. Instructional Planning and Scheduling

Professional Development

The district funds a development program using federal Title I Professional Development funds, Title II Teacher Quality funds, Title III Limited-English-Proficient funds, district funds, and site monies. All staff members have access to the comprehensive Professional Development Calendar that is developed annually.

The district's focus for staff development has been concentrated in the areas of Common Core State Standards, assessment, writing, mathematics, reading and mathematics interventions, Career Technical Education support for high quality classroom instruction and the Next Generation Science Standards. Although most of our students are achieving at high levels, some of our student populations are not. This data has provided the impetus for our District Initiatives and staff development.

Various methods of support are provided to assist teachers with the implementation of professional development goals, including the following:

- Weekly collaboration time for all teachers;
- Release time using substitutes;
- Student performance data reports available in illuminate;
- Assistance from EL Specialists, outside consultants, and Teachers-on-Special Assignment.

Professional development days are scheduled annually to provide training on specific curricular areas, and/or assessment.



The School Accountability Report Card (SARC), 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 this school, parents and community members should contact the school principal or the district office.