

Dunlap Leadership Academy

39500 Dunlap Rd. • Dunlap, CA 93621 • (559) 305-7320 • Grades 9-12

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2012-13 School Accountability Report Card Published During the 2013-14 School Year



Kings Canyon USD

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What is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC is an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data are from the 2012-13 school year or the two preceding years (2011-12 or 2010-11). Single year column headings in tables refer to the ending school year for that particular period. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines. Additional copies of this SARC may be obtained from the school office or from the district's web site at: www.kcusd.com

About the SARC

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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (559) 305-7320.

District Profile

Located in Fresno County, Kings Canyon Unified School District (KCUSD) serves a geographical area covering more than 600 square miles. This region includes three population centers: the mountain area of Squaw Valley, Dunlap, and Miramonte; Orange Cove; and Reedley. Parts of Kings Canyon National Park also reside within the boundaries of the district. KCUSD is comprised of 8 elementary schools, 4 K-8 schools, 3 middle schools, 2 comprehensive high schools, 1 continuation high school, 1 online Charter High School, Reedley High School Middle College, and 1 adult school.

District Mission

KCUSD maintains high expectations and standards for the academic and social development of all students. The KCUSD Mission focuses on high student achievement, excellence in teaching, leadership and accountability, financial stability, and public confidence.

Juan Garza, Superintendent

School Description

Philosophy on Education

Dunlap Leadership Academy is a dependant charter school. Dunlap Leadership Academy's primary purpose is to give students an option other than the traditional high school model. Yet, one with a rigorous curriculum that will challenge students while creating independent and life long learners. We seek to create individuals who will reach their full potential and contribute to society with the skills required in the 21st century. We further understand that without these tools they will be at a disadvantage in a highly technological workplace and in a technologically advanced global information society. Hence, our prevailing goal is to provide rigorous academic content integrated in and with technology, all in a learning environment and that fosters the development of independent thinking and learning. DLA's educational program is designed to furnish the learner with the skills and tools necessary to function effectively in the marketplace and society. We firmly believe that this is what the definition is of an educated person in the 21st century. Moreover, we believe that as an Internet based charter school we will have the flexibility to provide an alternative model for students in pursuit of these outcomes.

Vision

The vision of the Dunlap Leadership Academy is to graduate students who will be innovative, ethical, collaborative, and effective citizens, who know how to effectively use computer and online technology, and who will be leaders in their local communities and global economy.

Mission

The mission of the Dunlap Leadership Academy is to prepare students for college and career by infusing real-world 21st century learning with a rigorous college-preparatory and career-oriented curriculum. Students will apply daily study to real-world situations through ongoing partnerships with businesses, a variety of educational communities, local communities, and appropriate governmental agencies. Students will become ethical, self-motivated, and multiply literate life-long learners through daily practice and exploration of the vast ways in which critical-thinking, problem-solving, and social interconnection matter to them.

Motto
Dunlap Leadership Academy...
educating each student with the world in mind.

Values of Dunlap Leadership Academy

- Ability to choose other learning models within the public school system
- Self motivated learners
- Student centered learning
- Student learning which relates to real life and real world situations
- The use of technology as it relates to their future way of life and vocation

Belief Statements of Dunlap Leadership Academy

- We believe that everyone is a lifelong learner and that learning can occur in a variety of ways including teacher to student, student to teacher, student to student, community member to student, and so on
- We believe that all people, regardless of social or economic condition, must be provided the capacity to take charge of their lives. Through new models of teaching and learning, they will be enabled and empowered to make critical decisions for their futures.
- We believe in sharing our knowledge and experience with other educators and institutions in order to foster and enhance educational reform.
- We believe that reading is a window to the world and that learning has a social context.
- We believe that ethical behavior and information literacy must be taught so everyone learns how to best access, filter and use information so they can compete in a local, national and global economy.
- We believe that there should be daily learning experiences that integrate the use of computer and online technologies and provide real world application of learning.
- We believe that equal access is a key component for education.

Opportunities for Parental Involvement

All enrolled students are on Independent Study and their assignments are completed mostly online. Our parents are in a working partnership with the teachers to assist and oversee the student's progress and success.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	14
Gr. 10	15
Gr. 11	8
Gr. 12	24
Total	61

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	6.6
Asian	0.0
Filipino	1.6
Hispanic or Latino	44.3
Native Hawaiian/Pacific Islander	0.0
White	45.9
Two or More Races	1.6
Socioeconomically Disadvantaged	29.5
English Learners	11.5
Students with Disabilities	1.6

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	0	6.6	4.3
Expulsions Rate	0	1.6	0
Districtwide	10-11	11-12	12-13
Suspensions Rate	13.98	14.8	13.76
Expulsions Rate	0.05	0	0.23

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides 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.

Safety of students and staff is a primary concern of Dunlap Leadership Academy. Before, during, and after school, the campus is monitored by assigned teaching and administrative staff. All visitors must sign in at the office and wear appropriate identification while on campus. The comprehensive school

safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

The plan was last reviewed in February, 2013.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 11/26/2013

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Kings Canyon Unified School District Business Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school Administrator. Dunlap Leadership Academy has 2 classrooms, and an Administration/Computer Lab/Library building. The main campus was built in 2007. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Director of Maintenance, custodial Supervisor, and the site Administrators work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

There are no planned improvements for the 2013-14 School Year.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Golden West sprayed for spiders
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	providing potable water
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	2	3	1
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	441
Without Full Credential	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Professional development at Dunlap Leadership Academy is designed to meet the individual needs of all staff members as well as broader school concerns. Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. All staff members and other support personnel may take part in these activities. For the 2012/13 school year, Dunlap Leadership Academy emphasized collaborative team building, assessment and data collection, and effective use of online teaching strategies in its professional development program. Staff may also attend conferences and workshops. Buy-back and early release days provide time for quality professional development. This year there has been an emphases understanding and lesson building to align with the Common Core Standards.

Core Academic Classes Taught by Highly Qualified Teachers

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

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
Districtwide		
All Schools	100	0
High-Poverty Schools	100	0
Low-Poverty Schools		

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.3
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.05
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	60

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,101	71	\$4,030	\$40,000
District	♦	♦	\$3,354	\$63,932
State	♦	♦	\$5,537	\$67,106
Percent Difference: School Site/District			20.2	-36.9
Percent Difference: School Site/ State			-26.1	-39.7

* **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 webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at 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: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,672	\$40,928
Mid-Range Teacher Salary	\$58,321	\$64,449
Highest Teacher Salary	\$82,268	\$82,826
Average Principal Salary (ES)	\$98,214	\$102,640
Average Principal Salary (MS)	\$98,365	\$109,253
Average Principal Salary (HS)	\$111,973	\$118,527
Superintendent Salary	\$193,695	\$183,968
Percent of District Budget		
Teacher Salaries	32.7%	39.7%
Administrative Salaries	6.0%	5.8%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2012-13)

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

State Resources

- **General State of California:** Funding supports overall student services
- **State Lottery:** funds used to provide materials, supplies and programs for all students
- **CA (CSR) Class Size Reduction:** helps local educational agencies reduce class sizes in grades K-2
- **Economic Impact Aide (EIA):** supports supplemental services and programs for English Learners and Economically Disadvantaged Youth
- **School Library and Improvement:** promotes improvement of programs in schools grades K-12
- **Gifted and Talented Education (GATE):** provides supplemental programs for students who are identified as meeting the GATE criteria
- **School Safety and Violence Prevention Act:** provides programs and services to promote a safe school climate and anti-violence
- **Peer Assistance and Review (PAR):** coaching support for teachers
- **Teacher and Administrative Training:** training for teacher and administrators to meet highly qualified requirements in core areas of English Language Arts and Math
- **Instructional Materials Fund (IMFRP):** funds provided to purchase core state adopted materials and textbooks
- **Cal-Safe:** programs and services for pregnant and parenting minors
- **State Pre-School:** provides eligible students a developmental program for Kindergarten Readiness
- **Ag-Voc. Ed.:** vocational program in agricultural sciences
- **Quality Education Investment Act:** Funds received by one elementary and one middle school in the district for the purposes of class size reduction and professional development
- **CAHSEE Intervention:** programs for students who are in danger of or have not passed the California High School Exit Exam prior to the intended graduation date
- **After School Education and Safety Grant (ASES):** provides after school programs for students until 6:00PM everyday that school is in session
- **Adult Education:** educational programs for adults and out of school youth
- **State Fiscal Stabilization Funds (SFSF):** one time money to provide programs for students and save jobs

Federal Resources

- **Title I Part A:** Provides supplemental programs and services in English Language Arts, Mathematics and English Language Development for students who are academically at risk, professional development for staff and parent involvement activities
- **Title II Part A:** Professional Development funds for teachers
- **Title III, Limited English Proficient and Immigrant:** services and support for identified immigrants and English Language Learners
- **Career Technical Education (Carl Perkins):** funds career technical programs at the high school level
- **Migrant Education:** programs and services for identified Migrant Families and youth
- **IDEA, Special Education:** services for students who meet the required criteria

Other Resources

- **Save The Children:** supports implementation of literacy strategies during after school programs and physical health.

This site is supported by the following funding resources:

Title I, Part A, EIA, General Fund, State Lottery

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: October 8, 2013

All students have access online to web-based curriculum, highly qualified and State certified teachers, a 24/7 support environment, and a proprietary technology platform specifically designed for secondary education for students in grades 9-12.

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are Yes</p> <p>from most recent adoption:</p> <p>Percent of students lacking 0%</p> <p>their own assigned</p> <p>textbook:</p>	<p>English 9</p> <p>Text Book:</p> <p>Literature Gold Level, Prentice Hall, 2002 edition</p> <p>English Literature, Prentice Hall, 2005 edition</p> <p>EDGE Intensive Intervention, CORE Replacement Grades 9-10 students who read below High School level.</p> <p>Literature:</p> <p>Of Mice and Men</p> <p>Romeo and Juliet</p> <p>Stranger With My Face</p> <p>A Raisin in the Sun</p> <p>Farewell to Manzanar</p> <p>Great Expectations</p> <p>Children of the River</p> <p>English 10</p> <p>Textbook:</p> <p>Literature Platinum Level, Prentice Hall, 2002 edition</p> <p>Literature:</p> <p>Lord of the Flies</p> <p>Twelve Angry Men</p> <p>Night</p> <p>Julius Cesar</p> <p>Fahrenheit 451</p> <p>English 11</p> <p>Textbook:</p> <p>The American Experience, Prentice Hall, 2002 edition</p> <p>Literature:</p> <p>Light in the Forest</p> <p>To Kill a Mockingbird</p> <p>English 12</p> <p>Textbook:</p> <p>The British Experience, Prentice Hall, 1989 edition</p> <p>The English Tradition, Prentice Hall, 1989 edition</p> <p>Chicano Literature</p> <p>Literature Selections:</p> <p>Under the Feed of Jesus</p> <p>Parrot in the Oven</p> <p>Living Up the Street</p> <p>Bless Me, Ultima</p> <p>The House on Mango Street</p> <p>Children's Literature</p> <p>Literature Selections:</p> <p>Literature for Children: A Short Story</p> <p>California Literature/Authors</p> <p>Literature Selections:</p> <p>Highway 99</p> <p>Great California Short Stories</p>

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra 1</p> <p>Textbook: California Algebra 1, Holt, Rinehart and Winston: 2008 edition</p> <p>Algebra 1E</p> <p>Textbook: Discovering Algebra, Key Curriculum Press, 2002 edition</p> <p>Geometry</p> <p>Textbook: Geometry, Prentice Hall, 2004 edition</p> <p>Geometry E</p> <p>Textbook: Discovering Geometry, Key Curriculum Press, 2004 edition</p> <p>Integrated Math 2</p> <p>Textbook: Math Matters 1 – An integrated Program, Glenco McGraw Hill Addison Wesley, 2009 edition</p> <p>Algebra 2</p> <p>Textbook: Algebra 2, Holt, Rinehart and Winston, 2004 edition</p> <p>Algebra 2E</p> <p>Textbook: Discovering Advanced Algebra, Key Curriculum Press 2004</p> <p>Finite Math</p> <p>Textbook: Finite Math with Applications, 10/E, Margaret L Lial, American River College Thomas W Hungerford, St Louis University John Holcomb, Cleveland State University</p> <p>Pre-Calculus E</p> <p>Textbook: Precalculus with Trigonometry, Key Curriculum Press 2006 edition</p> <p>Pre-Calculus</p> <p>Precalculus, Holt Rinehart and Winston _2003 edition</p> <p>Calculus</p> <p>Textbook: Calculus, John Wiley & Sons Publishing, 2002 edition</p>

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	<p>Earth Science</p> <p>Textbook: High School Earth Science, Prentice Hall-California Earth Science, 2006 edition</p> <p>Biology</p> <p>Textbook: Modern Biology, Holt Rinehart and Winston, 2002 edition</p> <p>AP Biology</p> <p>Textbook: Biology, Campbell and Reece, 2005 edition</p> <p>Physics</p> <p>Textbook: Conceptual Physics, Anderson, Hewitt, 2002 edition</p> <p>Sports Medicine</p> <p>Textbook: Essentials of Athletic Injury Management, McGraw-Hill, 2008 edition</p> <p>Human Anatomy</p> <p>Textbook: High School Human Anatomy and Physiology, Shier, Butler and Lewis, 2007 edition</p> <p>Chemistry</p> <p>Textbook: Chemistry—Connections To Our World, Prentice Hall, 2000 edition</p> <p>Agriculture Science</p> <p>Textbook: Earth Science, Geology, the Environment and the Universe, Glencoe, 2005 edition Agriscience: Fundamentals and Applications, Delmar Publishers, 1997 edition</p> <p>Agriculture Biology</p> <p>Textbook: The Science of Agriculture: A Biological Approach, Delmar Publishers, 2002 edition</p> <p>Conceptual Physics</p> <p>Textbook: Conceptual Physics, Prentice Hall, 2005 edition</p>

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>History-Social Science</p> <p>The textbooks listed are Yes from most recent adoption:</p> <p>Percent of students lacking 0% their own assigned textbook:</p>	<p>World Cultures</p> <p>Textbook: Modern World History; Patterns of Interaction; McDougal Littell, 2006 edition</p> <p>Textbook: World History: Connections to Today; The Modern Era, Prentice Hall 2005 edition</p> <p>Government</p> <p>Textbook: Government in America, McDougal Littell/Houghton Mifflin, 1996 edition</p> <p>Economics</p> <p>Textbook: Economics, Holt Rinehart and Winston, 1999 edition</p> <p>U.S. History</p> <p>Textbook: The Americans, McDougall Littell, 2003 edition AP U.S. History</p> <p>Textbook: American Pageant, Houghton Mifflin, 2010 edition</p> <p>AP Government</p> <p>Textbook: Government in America, AP Edition, Prentice Hall 12 edition 2003</p> <p>Chicano/American History</p> <p>Textbook: The Mexican American Heritage, T.Q.S. Publications, 1994 edition</p> <p>AP Economics</p> <p>Textbook: Economics, 6th edition, McDougall Littell 2005 edition</p> <p>AP World History</p> <p>Textbook: The Earth and Its Peoples: A Global History, 3rd edition, McDougall Littell _2005 edition</p>

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Foreign Language</p> <p>The textbooks listed are Yes from most recent adoption:</p> <p>Percent of students lacking 0% their own assigned textbook:</p>	<p>Spanish 1</p> <p>Textbook: El espanol Para Nosostros Level 1, Glencoe/McGraw Hill 2006 edition</p> <p>Spanish 2 (Non-native) Spanish 2 (Native)</p> <p>Textbook: El espanol Para Nosostros Level 1, Glencoe/McGraw Hill 2006 edition</p> <p>Spanish 3 Spanish 3H Textbook: Asi se dice Level 3 Asi se dice Level 4, Glencoe/McGraw Hill, 2009 edition</p> <p>Spanish 4</p> <p>Textbook: Abriendo Pasos Gramatica Abriendo Pasos Lectura, Pearson, 2007 edition</p> <p>Spanish for Native Speakers</p> <p>Textbook: El espanol Para Nosostros Level 1, Glencoe/McGraw Hill, 2006 edition</p> <p>Spanish Literature AP</p> <p>Textbook: Abriendo Pasos Gramatica Abriendo Pasos Lectura, Pearson, 2007 edition</p> <p>French 1</p> <p>Textbook: Bon Voyage Level 1 , Glencoe/McGraw Hill, 2008 edition</p> <p>French 2</p> <p>Textbook: Bon Voyage Level 2, Glencoe/McGraw Hill, 2008 edition</p> <p>French 3H</p> <p>Textbook: Bon Voyage Level 3, Glencoe/McGraw Hill, 2008 edition</p> <p>French 4 AP</p> <p>Textbook: Quant a moi, Holt McDougal, 2010 edition</p> <p>German 1 German 2</p>

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Advanced Academics, Inc., a subsidiary of DeVry Inc. has a proven track record in partnering with schools throughout the nation to deliver customizable online learning solutions that include web-based curriculum, highly qualified and State certified teachers, a 24/7 support environment, and a proprietary technology platform specifically designed for secondary education for students in grades 9-12. Advanced Academics, Inc. (AAI) is accredited by the North Central Association (NCA) and also by the Commission on International and Trans-Regional Accreditation (CITA). CITA encompasses all of the regional educational accrediting bodies, including WASC. Both CITA and NCA are recognized by the U.S. Department of Education. Thier CITA and NCA accreditations were renewed in February of 2008 and are five-year terms.
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Advanced Academics, Inc., a subsidiary of DeVry Inc. has a proven track record in partnering with schools throughout the nation to deliver customizable online learning solutions that include web-based curriculum, highly qualified and State certified teachers, a 24/7 support environment, and a proprietary technology platform specifically designed for secondary education for students in grades 9-12. Advanced Academics, Inc. (AAI) is accredited by the North Central Association (NCA) and also by the Commission on International and Trans-Regional Accreditation (CITA). CITA encompasses all of the regional educational accrediting bodies, including WASC. Both CITA and NCA are recognized by the U.S. Department of Education. Thier CITA and NCA accreditations were renewed in February of 2008 and are five-year terms.
Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Advanced Academics, Inc., a subsidiary of DeVry Inc. has a proven track record in partnering with schools throughout the nation to deliver customizable online learning solutions that include web-based curriculum, highly qualified and State certified teachers, a 24/7 support environment, and a proprietary technology platform specifically designed for secondary education for students in grades 9-12. Advanced Academics, Inc. (AAI) is accredited by the North Central Association (NCA) and also by the Commission on International and Trans-Regional Accreditation (CITA). CITA encompasses all of the regional educational accrediting bodies, including WASC. Both CITA and NCA are recognized by the U.S. Department of Education. Thier CITA and NCA accreditations were renewed in February of 2008 and are five-year terms.

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.

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 (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) 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 star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	39	46	56	48	52	49	54	56	55
Math	12	5	18	46	48	45	49	50	50
Science			30	49	53	56	57	60	59
H-SS	17	18	35	37	37	40	48	49	49

Internet Access

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

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	49	45	56	40
All Student at the School	56	18	30	35
Male	59	27		
Female	54	8	17	9
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	58	7	25	
Native Hawaiian/Pacific Islander				
White	52	17		
Two or More Races				
Socioeconomically Disadvantaged	53			
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

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 webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	46.2	15.4	

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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.

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 webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	154	-41	123
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	1	4	2
Similar Schools			

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 webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		73.3

API 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 (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	29	6,973	4,655,989
	API-G	792	771	790
Black or African American	Students	0	27	296,463
	API-G		768	708
American Indian or Alaska Native	Students	2	29	30,394
	API-G		770	743
Asian	Students	0	88	406,527
	API-G		847	906
Filipino	Students	0	39	121,054
	API-G		871	867
Hispanic or Latino	Students	14	5,906	2,438,951
	API-G	797	761	744
Native Hawaiian/ Pacific Islander	Students	0	2	25,351
	API-G			774
White	Students	12	742	1,200,127
	API-G	756	844	853
Two or More Races	Students	1	126	125,025
	API-G		725	824
Socioeconomically Disadvantaged	Students	5	6,336	2,774,640
	API-G		768	743
English Learners	Students	4	4,053	1,482,316
	API-G		743	721
Students with Disabilities	Students	1	572	527,476
	API-G		625	615

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)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	Yes

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 webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

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

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	17	563	418,598
Black or African American	1	3	28,078
American Indian or Alaska Native	1	5	3,123
Asian	1	8	41,700
Filipino	1	5	12,745
Hispanic or Latino	7	455	193,516
Native Hawaiian/Pacific Islander			2,585
White	6	82	127,801
Two or More Races		2	6,790
Socioeconomically Disadvantaged		34	31,683
English Learners	3	250	93,297
Students with Disabilities	5	527	217,915

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)	21.10	18.80	10.50
Graduation Rate		62.50	73.68
Districtwide			
Dropout Rate (1-year)	6.80	4.00	4.70
Graduation Rate	87.89	87.88	84.52
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

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 ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
Schoolwide			
English-Language Arts			50
Mathematics			35
Districtwide			
English-Language Arts	49	49	53
Mathematics	41	46	53
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	47	26	27	47	36	17
All Students at the School	50	30	20	65	25	10
Male						
Female	42	33	25	58	33	8
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	42	42	17	50	42	8
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	0

Courses for University of California and/or California State University

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Programs

This section provides 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

None