

# School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Orland High School	<b>District Name</b>	Orland Unified School District
<b>Street</b>	101 Shasta Street	<b>Phone Number</b>	(530) 865-1200
<b>City, State, Zip</b>	Orland, CA 95963	<b>Web Site</b>	<a href="http://www.orlandusd.net">http://www.orlandusd.net</a>
<b>Phone Number</b>	(530) 865-1210	<b>Superintendent</b>	Chris Von Kleist
<b>Principal</b>	Dan Raner	<b>E-mail Address</b>	<a href="mailto:chris.vonkleist@orlandusd.net">chris.vonkleist@orlandusd.net</a>
<b>E-mail Address</b>	<a href="mailto:dan.raner@orlandusd.net">dan.raner@orlandusd.net</a>	<b>CDS Code</b>	11754811135656

### School Description and Mission Statement

This section provides information about the school's goals and programs.

#### Principal's Message

Orland High School is committed to high standards in academic, physical, vocational, and character education. We believe in providing a safe, respectful, caring, and professional environment. Over the last three years we have hired new teachers who comprise over a third of our teaching staff and who provide new energy and enthusiasm. Mr. Raner, our principal, has been at our school for six years and has over 30 years of educational experience. Mr. Scheele, our assistant principal for the last three years, is a former Orland High science and technology teacher.

Parents are our partners. We send out a monthly Trojagram newsletter to all families and send out student progress reports every four weeks.

#### Major Achievements

- We received the 2006 Title I Academic Achievement Award. Orland High is one of only 24 high schools in the entire state to receive this award.
- We were one of two high schools in nine counties invited to present our success story to other schools at the On the Right Track symposium in Tehama County.

#### Focus for Improvement

- Continue our academic achievements and ensure that our teachers are well trained, respectful, and positive.
- Continue to conduct an annual survey all of our students, parents, and staff to get honest, anonymous feedback on all areas of our school.
- Continue to celebrate student success not only in academics but also in effort, attendance, honesty, respect, and responsibility. Our school plan includes not only academic growth but also physical and character education.

### Opportunities for Parental Involvement

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

#### Parent Involvement

Our school's annual plan and budget approvals are made by our SSC, which always include parent representatives. In addition, we have an English Language Advisory Committee (ELAC) to support our program to help English learners progress toward English proficiency. Our parents volunteer at the school by chaperoning events and field trips and helping with the leadership class. To find out how you can volunteer at our school, please contact our school office at (530) 865-1210.

## Homework

Students must complete homework in all core courses and in all college-preparatory elective courses. They are generally given eight to ten hours of homework per week. While most assignments are given during the week and due before the weekend, students are given a longer period of time to complete projects such as book reports, research assignments, and science projects. We inform parents about homework requirements, give them regular tips on assisting with homework, and ask that they provide their students with a quiet space to complete the work. We have a daily 24-minute advisory class during which students can organize and begin homework assignments.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	172
Grade 10	163
Grade 11	152
Grade 12	153
<b>Total Enrollment</b>	<b>640</b>

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1 %	White (not Hispanic)	47.66 %
American Indian or Alaska Native	0.94 %	Multiple or No Response	1.88 %
Asian	3.28 %	Socioeconomically Disadvantaged	50 %
Filipino	1 %	English Learners	10 %
Hispanic or Latino	45 %	Students with Disabilities	9 %
Pacific Islander	%		

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

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

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.6	22	13	1	23.3	25	10	1	24	24	9	1
Mathematics	20.4	14	11		22.9	12	10	1	21	11	12	
Science	25.5	5	11		25.1	4	12		23	6	9	
Social Science	27.1	3	17	1	28.5	4	11	6	26	5	14	3

## II. School Climate

### School Safety Plan

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

Our principal, assistant principal, and campus supervisor monitor the school grounds before and after school and during breaks. Classroom teachers and counselors provide additional help. We review our school safety plan annually. We conduct earthquake, fire, and intruder drills twice a year. We also have a leadership class in which seniors are paired up with freshmen to ease transitions. Our students are involved with peer mediation and working out peace treaties to ensure a safe and responsible environment. Our campus is safe and relaxed.

In the calendar year 2006, we reported 23 drug or alcohol incidents (35 per thousand students), ten crimes against people (15 per thousand students), and five property crimes (eight per thousand students).

### 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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspensions</b>	20.7	16.3	3.8	18.2	18.7	12.5
<b>Expulsions</b>	0.2	1.2	0.2	0.1	1.1	0.2

### III. School Facilities

#### School Facility Conditions and Improvements

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

Orland High School was constructed at the current site in 1918. The majority of the original high school was demolished in 1974, when the current main building and administration office were constructed. The cafeteria, gymnasium, and home economics wing were constructed from 1951 to 1954. Our campus has many beautiful trees and grass areas. We are planning to construct and upgrade all of our school sites during the next few years.

Our school includes 15 buildings, of which three are portables. On an average day, 691 students and staff occupy these buildings, taking up 77 percent of our capacity.

The bathrooms in our school contain 50 toilets, all of which were in good working order when we surveyed the building.

#### 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.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Gas Leaks</b>	[X]	[ ]	[ ]	
<b>Mechanical Systems</b>	[X]	[ ]	[ ]	
<b>Windows/Doors/Gates (interior and exterior)</b>	[X]	[ ]	[ ]	
<b>Interior Surfaces (walls, floors, and ceilings)</b>	[X]	[ ]	[ ]	
<b>Hazardous Materials (interior and exterior)</b>	[X]	[ ]	[ ]	
<b>Structural Damage</b>	[X]	[ ]	[ ]	
<b>Fire Safety</b>	[X]	[ ]	[ ]	
<b>Electrical (interior and exterior)</b>	[X]	[ ]	[ ]	
<b>Pest/Vermin Infestation</b>	[X]	[ ]	[ ]	
<b>Drinking Fountains (inside and outside)</b>	[X]	[ ]	[ ]	
<b>Restrooms</b>	[X]	[ ]	[ ]	
<b>Sewer</b>	[X]	[ ]	[ ]	
<b>Playground/School Grounds</b>	[X]	[ ]	[ ]	
<b>Roofs</b>	[ ]	[ ]	[ ]	
<b>Overall Cleanliness</b>	[ ]	[ ]	[ ]	

#### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>	[ ]	[ ]	[ ]	[ ]

## IV. Teachers

### Professional Development

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

Our leadership team and principal work together to determine a focus for staff development. Teachers have three extra paid days to pursue individual professional growth goals. We discuss curriculum and instructional issues at our monthly staff meetings. We also have five minimum (shortened) days for staff to collaborate and review student work. We have been working on understanding the particular challenges that face students who have a learning disability or literacy issue.

### 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 CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
<b>With Full Credential</b>	33	33	33	122
<b>Without Full Credential</b>	2	1	1	1
<b>Teaching Outside Subject Area of Competence</b>				N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
<b>Misassignments of Teachers of English Learners</b>			
<b>Total Teacher Misassignments</b>			
<b>Vacant Teacher Positions</b>			

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	92.2 %	7.8 %
<b>All Schools in District</b>	95 %	5 %
<b>High-Poverty Schools in District</b>	90 %	11 %
<b>Low-Poverty Schools in District</b>	%	%

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	320
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

#### Reading and Writing

A panel of scholars defined the English/language arts standards in 1999. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. They should read and respond to significant works of literature that reflect or enhance their studies of history and social science. They should be able to write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters. To read more about the English/language arts standards for ninth and tenth grades and eleventh and twelfth grades, visit the CDE's Web site.

#### Math

Students can begin taking algebra in the eighth grade, but many students take the course during high school. Through the study of algebra, our students develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problemsolving situations. Educators consider students' success in algebra to be an indicator of how well they will do in future courses in high school and college. To read more about the math standards for grades eight through twelve as well as the California standards for a variety of advanced math subjects, visit the CDE's Web site.

#### Science

Our science program offers courses in physics, chemistry, biology, life sciences, and earth sciences. In all of these courses, students learn to apply the principles of investigation and experimentation. Many science courses are elective (but required for admission to public and private colleges). All students are required to study biology and life sciences. In this program, students learn principles of physiology, cell biology, genetics, ecology, and evolution. To read more about the California standards for biology/life sciences, physics, chemistry, and earth sciences, visit the CDE's Web site.

#### Social Science

Our ninth grade students have no social studies requirements. In the tenth grade, they study world history, from the late 18th century through the present, including the cause and course of the two world wars. Students in the eleventh grade study the major turning points in US history in the 20th century. Students in twelfth grade pursue a deeper understanding of the institutions of American government. In addition, our students will learn how to think from the perspectives of history and geography. They'll learn to research topics on their own, develop their own point of view, and interpret history.

## Textbooks

We choose our textbooks from lists that have already been approved by state education officials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts		
Mathematics		
Science		
History-Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <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				
District	---	---		\$53,069
Percent Difference – School Site and District	---	---		
State	---	---	\$4,943	\$56,613
Percent Difference – School Site and State	---	---		

### Types of Services Funded

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

In addition to regular funding and regular grants, our community is very generous with scholarships and awards. Last year the Orland community donated \$60,000 in scholarships to our graduating seniors. Local businesses support specific programs with donations, and our band and choir hold fund-raising performances.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,175	\$36,572
Mid-Range Teacher Salary	\$51,646	\$55,815
Highest Teacher Salary	\$67,661	\$70,985
Average Principal Salary (Elementary)	\$71,722	\$86,995
Average Principal Salary (Middle)	\$75,058	\$90,820
Average Principal Salary (High)	\$84,126	\$96,447
Superintendent Salary	\$111,796	\$128,495
Percent of Budget for Teacher Salaries	40.5 %	39.3 %
Percent of Budget for Administrative Salaries	6.2 %	5.8 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	37	31	33	31	32	33	40	42	43
Mathematics	11	10	11	29	32	29	38	40	40
Science	29	35	35	21	28	30	27	35	38
History-Social Science	34	21	21	26	20	19	32	33	33

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	9	*	*	*
American Indian or Alaska Native	*	*		*
Asian	24	12	*	8
Filipino	*	*		*
Hispanic or Latino	26	7	30	15
Pacific Islander				
White (not Hispanic)	43	15	44	30
Male	27	12	36	26
Female	38	10	35	16
Economically Disadvantaged	26	7	28	14
English Learners	0	2	*	0
Students with Disabilities	5	7	*	5
Students Receiving Migrant Education Services	13	10	*	15

### California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

### CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	48.7	43.6	49.0	40.3	38.3	51.1	46.6	42.0	48.6
Mathematics	53.2	48.2	45.2	46.6	44.2	46.8	54.8	50.0	49.9

## CAHSEE Results by Student Group – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	53.4	28.1	18.5	45.2	39.7	15.1
Male	56.7	28.4	14.9	46.3	40.3	13.4
Female	50.6	27.8	21.5	44.3	39.2	16.5
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	56.5	29	14.5	37.7	50.7	11.6
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	49.3	27.5	23.2	49.3	33.3	17.4
English Learners	73.2	17.1	9.8	58.5	36.6	4.9
Socioeconomically Disadvantaged	62.6	23.1	14.3	48.9	38	13
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	90.9	9.1	0	90.9	9.1	0

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
9	43

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	5	6	4
Similar Schools	4	N/A	4

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	51	-54	6	680
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	59	-51	24	669
Pacific Islander				
White (not Hispanic)	58	-61	-3	700
Socioeconomically Disadvantaged	37	-19	14	654
English Learners	N/A			
Students with Disabilities	N/A			

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

### Federal Intervention Program

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

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	28.6

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

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

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Dropout Rate (1-year)</b>	0.7	0.9	0.2	1	3	1	3	3	4
<b>Graduation Rate</b>	98.7	94	96.9	99	88	93	85	85	83

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
<b>All Students</b>			N/A
<b>African American</b>			N/A
<b>American Indian or Alaska Native</b>			N/A
<b>Asian</b>			N/A
<b>Filipino</b>			N/A
<b>Hispanic or Latino</b>			N/A
<b>Pacific Islander</b>			N/A
<b>White (not Hispanic)</b>			N/A
<b>Socioeconomically Disadvantaged</b>			N/A
<b>English Learners</b>			N/A
<b>Students with Disabilities</b>			N/A

### Career Technical Education Participation

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

Measure	CTE Program Participation
<b>Number of pupils</b>	
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>	
<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	

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

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

Indicator	Percent
<b>Students Enrolled in Courses Required for UC/CSU Admission</b>	58.1
<b>Graduates Who Completed All Courses Required for UC/CSU Admission</b>	50.8

### Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	2	N/A
All courses	4	1