

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09



Desert Hot Springs High

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 on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Desert Hot Springs High	District Name	Palm Springs Unified
Street	65850 Pierson Blvd.	Phone Number	
City, State, Zip	Desert Hot Springs, CA 92240-	Web Site	
Phone Number	760-288-7000	Superintendent	
Principal	Dr. Milton Jones	E-mail Address	
E-mail Address	mjones@psusd.us	CDS Code	3-367173333081

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School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

DHSHS prides itself on its vision, mission and purpose statements:

- Vision
- Equity Through Empowerment
- Dignity Through Accomplishment
- Education for Life

The Mission of Desert Hot Springs High School is to empower all students to meet or exceed California State University entrance requirements.

Desert Hot Springs High School opened its doors the the Desert Hot Springs community on September 7, 1999, with an initial enrollment of 642 students; today we boast an enrollment of 1889. As one of three comprehensive high schools in the Palm Springs Unified School District, DHSHS is its newest. Desert Hot Springs High School serves students from the communities of Desert Hot Springs, North Palm Springs, Sky Valley and the unincorporated areas of Painted Hills and Mission Lakes. These communities reflect a population comprised mostly of Hispanics and Caucasians as seen by our ethnic distribution. The city of Desert Hot Springs is located 10 miles north of Palm Springs and serves as a bedroom community, providing employees for the large restaurant, hotel and resort industries in the valley.

Desert Hot Springs High School and the Palm Springs Unified School District have worked cooperatively in creating benchmark assessments, pacing guides, short cycle assessments, developing regulations and procedures in-line with the Education Code and California Department of Education guidelines.

Opportunities for Parental Involvement (School Year 2007-08)

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

Contact Person Name: Dr. Milton Jones

Contact Person Phone Number: 760-288-7000

There are a variety of avenues for parental contact at Desert Hot Springs High School including the School Site Council, the Golden Eagle Boosters (umbrella organization supporting the academic, cultural and athletic endeavors of DHSHS students), Western Association of Secondary Schools and Colleges (WASC), English Language Advisory Committee (ELAC), Parent Connect through our student web based Zangle program, Advanced Placement (AP) Parent Advisory, ranging from decision-making services on the School Site Council to supporting athletics, performing arts and other co-curricular groups. Some parents and community members serve in school-wide activities such as working on the School Site Council in planning and implementing the school plan, while others focus on things in which they are particularly interested such as the Boosters organization. Parents of second language learners maintain a close relationship with the school through the English Learner Advisory Committee (ELAC). Parents also support a variety of student activities through their participation in club and organizational events, e.g. chaperoning dances, field trips, graduation and senior activities planning, etc. Parents are kept abreast of school activities via school school mailers, newsletters, parent nights and parent-teacher conferences.

The Desert Hot Springs High School Parent Involvement Policy is distributed to all parents at the beginning of each school year. At Desert Hot Springs High School, we provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school and the development of Desert Hot Springs parent involvement policy by annually holding a Back to School night in early to mid-September and twice annual parent-teacher conference nights. The parent-teacher conference nights are held in mid-November and mid-April.

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Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	574
Grade 3	0	Grade 10	512
Grade 4	0	Grade 11	465
Grade 5	0	Grade 12	423
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1974

Student Enrollment by Group (School Year 2007-08)

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	7.14%	White (not Hispanic)	22.80%
American Indian or Alaska Native	0.76%	Multiple or No Response	0.25%
Asian	0.25%	Socioeconomically Disadvantaged	70.00%
Filipino	0.41%	English Learners	26.00%
Hispanic or Latino	68.09%	Students with Disabilities	11.00%
Pacific Islander	0.30%	n/a	--

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	2005-06			2006-07			2007-08					
	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	32.8	1	16	22	31.3	9	9	19	29.1	11	12	14
Mathematics	33.1	3	6	18	32.7	2	9	20	33.6	1	10	16
Science	35.7	1	4	16	37.3	0	3	20	36.3	0	3	21
Social Science	32.1	2	6	15	34.6	2	4	19	35.5	2	4	18

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III. School Climate

School Safety Plan (School Year 2007-08)

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

The DHSHS Safe School Plan addresses two main goals: (1) reducing vandalism and (2) reducing fights and suspensions due to fights. The means for achieving the first goal is largely based on systematic monitoring of incidents of vandalism and careful examination of these data by a diverse staff and YAT representation. The second goal is realized through timely conflict mediations that are documented by our guidance counselors, security personnel, and administrative staff.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	6.0	23.4	23.6	7.8	18.0	22.7
Expulsions	0.0	0.9	1.7	0.2	0.7	0.8

Date School Safety Plan last reviewed: 11/7/2008

IV. School Facilities

School Facility Conditions

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.

Desert Hot Springs High School sits on a 55 acre parcel of land north of Interstate 10 on the west end of the Coachella Valley. The school was constructed in 1998 and occupied in 1999. The school has 88 classrooms, a Black Box Theater, a 300 seat theater, a computer lab, 3 athletic fields, a gymnasium, a library and an administration building. The 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 district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. There are 3 day custodians who work during the school hours and there is a night shift of 6 who work until ten o'clock p.m. A summer cleaning crew is employed during spring and summer for high dusting and detail cleaning procedures. Floors and carpets, along with all hard surfaces are cleaned regularly.

To ensure a safe campus DHSHS employs 4 full time security personnel, one probation officer, one city police officer as the security resource officer (SRO) and 5 administrators before, during and after school.

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Planned Improvement

DHSHS is continuing to make facility improvements:

- Expansion of the seating to the football stadium is planned for the spring of 2009.
- Dugouts are being added to both the softball and baseball fields.
- Two classrooms for severely-handicapped students were added to the site in 2008; allowing the students to have access to their own kitchen and laundry facility.
- To best facilitate the equitable movement of students through the lunch lines- 2 additional lunch windows were opened in the fall of 2008.
- To further facilitate the rapid flow of students through the lunch lines and prevent congested areas, additional seating will be provided between the 200 and 300 wings. A lunch trailer will be located in this area to provide more food service potential.
- Shade structures are planned for the amphitheater lunch areas.

School Facility Good Repair Status (School Year 2008-09)

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	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation		X		
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness		X		

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		X		

Date of inspection: 1/10/2008

Completion date of inspection form: 11/21/2008

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

	School			District
	2005-06	2006-07	2007-08	2007-08
Teachers				
With Full Credential	58	64	70	1,076
Without Full Credential	10	9	11	56
Teaching Outside Subject Area of Competence	0	0	0	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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	1
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	89.2%	10.8%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	98.7%	1.3%
Low-Poverty Schools in District	--	--

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VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	5.0	394
Library Media Teacher (Librarian)	1.0	--
Library Media Services Staff (paraprofessional)	0.5	--
Psychologist	1.0	--
Social Worker	--	--
Nurse/a	--	--
Speech/Language/Hearing Specialist	--	--
Resource Specialist (non-teaching)	--	--
Other	--	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

Textbook Information

This section provides 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.

Core textbook adoption occurs on a rotational basis every seven years. All textbook adoption procedures follow the same format. A team of pre-K through twelfth grade teachers, including site administrators and district office personnel sit on a committee to review the most recent state approved textbooks. Once the selection is narrowed to two choices, representatives from the companies present their product to the adoption team. Once a preference is determined, from the presentations, and a final selection is made, the books go on display at the district office for public perusal. All students have access to their required textbooks. Classes schedule a specific date and time to checkout books by class. The library is open from 7:15 a.m. through lunch, until 4:00 p.m. daily for all checkout purposes.

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

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Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Prentice Hall-Pearson Education	2003
History-Social Science	Glencoe	2006
Mathematics	Prentice Hall-Pearson Education	2007
Science	Prentice Hall-Pearson Education	2007

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 9/30/2008

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	--	--	--	\$66,086.00
District	n/a	n/a	--	\$63,174.00
Percent Difference – School Site and District	--	--	--	4.4%
State	n/a	n/a	\$5,300.00	\$65,008.00
Percent Difference – School Site and State	--	--	--	1.6%

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Types of Services Funded (Fiscal Year 2007-08)

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

Desert Hot Springs High School, has been allotted funding from a variety of sources: the Title I program, CAHSEE intervention funds, Cohort 2 High Priority Schools Grant Program (HPSGP) and special support for our English Language Learners Program. All supplemental funds are used to provide additional support to the general instructional program. Often, however, the funding sources have restrictions on how the money may be spent. Thus, close adherence to the funding guidelines must always be followed.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries 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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,112.00	\$40,721.00
Mid-Range Teacher Salary	\$60,049.00	\$65,190.00
Highest Teacher Salary	\$83,383.00	\$84,151.00
Average Principal Salary (Elementary)	\$114,859.00	\$104,476.00
Average Principal Salary (Middle)	\$97,487.00	\$108,527.00
Average Principal Salary (High)	\$118,035.00	\$119,210.00
Superintendent Salary	\$180,000.00	\$210,769.00
Percent of Budget for Teacher Salaries	41.0%	39.9%
Percent of Budget for Administrative Salaries	5.2%	5.5%

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IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	23%	18%	25%	31%	30%	36%	42%	43%	46%
Mathematics	3%	3%	4%	29%	29%	34%	40%	40%	43%
Science	25%	21%	21%	27%	28%	37%	35%	38%	46%
History-Social Science	19%	14%	13%	23%	18%	24%	33%	33%	36%

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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	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	19%	3%	26%	7%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20%	2%	18%	11%
Pacific Islander	--	--	--	--
White (not Hispanic)	43%	4%	33%	21%
Male	20%	2%	24%	17%
Female	29%	3%	17%	9%
Economically Disadvantaged	22%	3%	20%	12%
English Learners	1%	1%	2%	2%
Students with Disabilities	9%	1%	5%	6%
Students Receiving Migrant Education Services	--	--	--	--

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CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	30.7%	25.6%	28.8%	37.3%	33.9%	39.2%	51.1%	48.6%	52.9%
Mathematics	23.2%	22.8%	25.9%	32.2%	32.7%	36.3%	46.8%	49.9%	51.3%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	71.2%	27.5%	1.4%	74.1%	21.2%	4.6%
African American	79.2%	20.8%	0.0%	80.0%	12.0%	8.0%
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	73.4%	25.7%	0.9%	74.8%	21.5%	3.6%
Pacific Islander	--	--	--	--	--	--
White (not Hispanic)	61.5%	35.2%	3.3%	68.9%	23.3%	7.8%
Male	77.5%	21.6%	0.9%	75.1%	19.8%	5.1%
Female	64.3%	33.8%	1.9%	73.0%	22.8%	4.2%
Economically Disadvantaged	74.9%	24.3%	0.9%	74.9%	21.6%	3.5%
English Learners	83.0%	16.6%	0.4%	82.6%	16.2%	1.2%
Students with Disabilities	93.2%	6.8%	0.0%	97.9%	2.1%	0.0%
Students Receiving Migrant Education Services	--	--	--	--	--	--

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California Physical Fitness Test Results (School Year 2007-08)

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 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 Physical Fitness Testing Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
5	0.00%
7	0.00%
9	20.60%

X. 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 API Web page 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	2005	2006	2007
Statewide	2	2	1
Similar Schools	4	2	2

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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			Growth API Score
	2005-06	2006-07	2007-08	2007-08
All Students at the School	15	-33	29	608
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	-34	38	593
Pacific Islander	--	--	--	--
White (not Hispanic)	28	-39	25	668
Socioeconomically Disadvantaged	10	-24	35	592
English Learners	9	-60	58	567
Students with Disabilities	112	-32	25	463

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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	No	No

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Federal Intervention Program (School Year 2008-09)

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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	--	13
Percent of Schools Currently in Program Improvement	--	52.0

XI. 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 at <http://www.universityofcalifornia.edu/admissions/general.html>.

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 at <http://www.calstate.edu/admission/>.

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

Subject	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	7.3	7.8	8.3	6.5	6.8	5.8	3.1	3.5	4.4
Graduation Rate	73.7	70.5	66.1	79.2	75.3	71.2	85.0	83.0	79.5

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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 2007-08 school year in grade 12, 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 CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	School	District	State
All Students	292%	--	n/a
African American	21%	--	n/a
American Indian or Alaska Native	3%	--	n/a
Asian	1%	--	n/a
Filipino	1%	--	n/a
Latino	190%	--	n/a
Pacific Islander	0%	--	n/a
White	76%	--	n/a
Socioeconomically Disadvantaged	97%	--	n/a
English Learners	46%	--	n/a
Students with Disabilities	15%	--	n/a

Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

No Data Available

Career Technical Education Participation (School Year 2007-08)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	319
Percent of pupils completing a CTE program and earning a high school diploma	72.0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	3.0%

Courses for University of California and/or California State University Admission (School Year 2007-08)

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

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UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	61.9%
Graduates Who Completed All Courses Required for UC/CSU Admission	23.6%

Advanced Placement Courses (School Year 2007-08)

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

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	--	--
English	2	--
Fine and Performing Arts	--	--
Foreign Language	1	--
Mathematics	2	--
Science	--	--
Social Science	2	--
All Courses	7	2.1

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

Professional development reflects the annual goals established in our School Site Plan and our Western Association of Schools and Colleges (WASC) action plan. All curriculum development is based on state standards and associated frameworks and exit exam criteria while highlighting the integration of technology. Teachers are encouraged to attend conferences, workshops, and seminars to improve instruction and student achievement within their discipline. They are also expected to share their new insights and research results with their peers. Staff is also encouraged to utilize personal and collaborative reflection and observation to improve instructional strategies and curricular approaches. New teachers also actively participate in the state funded Beginning Teacher Support and Assessment Program as well as monthly new teacher meetings with the Principal.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2005-06	2006-07	2007-08
Annual number of school days dedicated to staff development	4	4	4