

Executive Summary School Accountability Report Card, 2006-07

For Analy High School

Address: 6950 Analy Ave., Sebastopol, CA 95472
Principal: Martin M. Webb

Phone: (707)824-2314
Grade Span: 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Analy High School sits on the beautiful Laguna de Santa Rosa midway between the busy 101 Highway corridor and the wild woods and beaches of the Sonoma Coast. Analy is located just off the small, busy highway that cuts through the town of Sebastopol; a city of 8000 people surrounded by small farms, open space and dairy land.

This town's rural tradition is giving way to a more professional population, and many Analy parents commute to work. While the community is affluent and well educated, the population is 90% white and over 70% have a college degree, about 10% of Analy students are eligible for Free Lunch. Many Analy graduates stay in the community as business people who, in turn, contribute to the school. A growing population of Latino families are contributing to the increasing diversity of the Analy campus. The community is fairly progressive; Analy's drama department was one of the first high schools in the state to produce *The Laramie Project*. Analy is well supported by the community, parents and business. We have active Booster Club, Site Council and Educational Foundation as well as groups serving specific needs, such as the Band Wagon. Analy is the geographic and symbolic heart and soul of Sebastopol. Analy is part of the West Sonoma County Union High School District (WSCUHSD), which is comprised of two comprehensive high schools, Analy and El Molino. Analy has three feeder districts, each with its own programs and population. Talk has emerged in the community of consolidating some districts, or at least using the same calendar and maximize student attendance. Analy has a unique situation. 81% of students' parents have some college, with 21% reporting their parents have a master's degree. Our students are high performing, with 60% proficient or above on the API, well above the state average, and in line with other schools of our type. However, in 2003 we did not meet our AYP, because not enough students took the test. By communicating to parents and students the importance of the testing programs at Analy, we have increased STAR test participation above 95% in recent years. During our previous WASC process, Analy received a 6 year accreditation with a 3 year follow up visit. Our Focus on Learning report was tremendously useful to us as a school, helping us design a vision for change and improvement. Analy High School is a hundred year old school, with a great tradition of academic excellence: we are proud of our students and they treat the school staff with respect. Our ESLR's – Cooperation, Thinking and Problem Solving, Communication, Technology, Career Preparation, and Diversity and Social Personal Responsibility, are born out of a desire to make a whole student and a lifelong learner.

Student Enrollment

Group	Enrollment
Number of students	1,361
African American	Less than 1%
American Indian or Alaska Native	Less than 1%
Asian	Less than 1%
Filipino	Less than 1%
Hispanic or Latino	11.2%
Pacific Islander	Less than 1%
White (not Hispanic)	80.3%
Multiple or No Response	Less than 1%
Socioeconomically Disadvantaged	10.7%
English Learners	5.3%
Students with Disabilities	11.7%

Teachers

Indicator	Teachers
Teachers with full credential	60
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	3
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The most recent site walk about took place in August 2007. Notes from that event are listed in facilities plan.

Repairs Needed

Reflected on facilities plan.

Corrective Actions Taken or Planned

Reflected on facilities plan.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,961
District	\$4,801
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	65%
Mathematics	49%
Science	62%
History-Social Science	53%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	793
Statewide Rank (from 2007 API Base Report)	9
2007-08 Program Improvement Status (PI Year)	N/A

School Completion

Indicator	Result
Graduation Rate	92.3

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	49%

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	
School Name	Analy High School	District Name	WSCUHSD
Street	6950 Analy Ave.	Phone Number	(707)824-6403
City, State, Zip	Sebastopol, CA 95472	Web Site	wscuhd.k12.ca.us
Phone Number	(707)824-2314	Superintendent	Keller McDonald
Principal	Martin M. Webb	E-mail Address	kmcdonald@analy.org
E-mail Address	mwebb@analy.org		

School Description and Mission Statement

Analy High School sits on the beautiful Laguna de Santa Rosa midway between the busy 101 Highway corridor and the wild woods and beaches of the Sonoma Coast. Analy is located just off the small, busy highway that cuts through the town of Sebastopol; a city of 8000 people surrounded by small farms, open space and dairy land.

This town's rural tradition is giving way to a more professional population, and many Analy parents commute to work. While the community is affluent and well educated, the population is 90% white and over 70% have a college degree, about 10% of Analy students are eligible for Free Lunch. Many Analy graduates stay in the community as business people who, in turn, contribute to the school. A growing population of Latino families are contributing to the increasing diversity of the Analy campus. The community is fairly progressive; Analy's drama department was one of the first high schools in the state to produce *The Laramie Project*. Analy is well supported by the community, parents and business. We have active Booster Club, Site Council and Educational Foundation as well as groups serving specific needs, such as the Band Wagon. Analy is the geographic and symbolic heart and soul of Sebastopol. Analy is part of the West Sonoma County Union High School District (WSCUHSD), which is comprised of two comprehensive high schools, Analy and El Molino. Analy has three feeder districts, each with its own programs and population. Talk has emerged in the community of consolidating some districts, or at least using the same calendar in order to maximize student attendance. Analy has a unique situation. 81% of students' parents have some college, with 21% reporting their parents have a master's degree. Our students are high performing, with 60% proficient or above on the API, well above the state average, and in line with other schools of our type. However, in 2003 we did not meet our AYP, because not enough students took the test. By communicating to parents and students the importance of the testing programs at Analy, we have increased STAR test participation above 95% in recent years. During our previous WASC process, Analy received a 6 year accreditation with a 3 year follow up visit. Our Focus on Learning report was tremendously useful to us as a school, helping us design a vision for change and improvement. Analy High School is a hundred year old school, with a great tradition of academic excellence: we are proud of our students and they treat the school staff with respect. Our ESLR's – Cooperation, Thinking and Problem Solving, Communication, Technology, Career Preparation, and Diversity and Social Personal Responsibility, are born out of a desire to make a whole student and a lifelong learner.

Opportunities for Parental Involvement

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

Analy Booster Club: Board President – Liz Schott (707) 829-0408, Membership Chairperson - Diana Lowry (707) 824-9591, Volunteer Coordinator – Betsy Mundell (707) 876-9648

Analy Education Foundation: 6950 Analy Ave, Sebastopol, CA 95472 (707) 824-2300 xt. 4089.
Co Chairs – Wendy Elliott and Judith McCann

Analy Band Wagon: Program Coordinator – Karen Slocum (707) 824-2337

Analy Volunteer Coordinator: Susan Wells – (707) 823-3515

Analy Site Council Coordinator: Diane Seymour – (707) 829-2895

Analy “Field Goals” Coordinator: Linda Maloney – (707)829-2249

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	335
Grade 10	352
Grade 11	334
Grade 12	324
Ungraded Secondary	16
Total Enrollment	1361

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	Less than 1%	White (not Hispanic)	80.3%
American Indian or Alaska Native	Less than 1%	Multiple or No Response	Less than 1%
Asian	Less than 1%	Socioeconomically Disadvantaged	10.7%
Filipino	Less than 1%	English Learners	5.3%
Hispanic or Latino	11.2%	Students with Disabilities	11.7%
Pacific Islander	Less than 1%	n/a	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	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	26.6	15	12	10	27.3	18	9	19	21.8	28	23	2
Mathematics	27.0	12	14	9	27.9	16	8	16	20.2	28	19	1
Science	30.3	3	16	12	33.7	1	10	18	24.7	9	27	1
Social Science	34.6	0	5	28	37.8	0	1	31	27.9	6	27	9

II. School Climate

School Safety Plan

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

March 2006 was the last update of Compliance School Safety Plan. A committee of administrators, teachers, parents, classified staff and students developed this plan and the plan is reviewed every year by the police and our Site Council.

- Our administration works hard to protect the safety of students on campus. While we lost our campus police officer, the station is nearby and they are quick to respond to our needs.
- The staff has received training on how to tell if students are under the influence and our district provided an all day drug and alcohol training for our teachers.

Analy is a safe campus. Gang related activity is minimal to non – existent and the administration diligently works to keep trouble off of our campus; however the Analy campus is quite spread out, so not all corners can be watched. Teachers have a rotating schedule of supervision duty.

The school has taken several steps to make the campus more secure. These steps include: Utilization of security badges for faculty and staff, developing and practicing emergency procedures for “intruder on campus” and multiple security cameras. Additionally, we have two campus supervisors.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

School discipline is handled in a uniform way and all students are treated equally and fairly. Students are informed of and given a copy of school rules and regulations including Educational Code Section 48900 on Suspension and Expulsion. School administrators speak with all grade levels the first week of school to review the school discipline policy and consequences. The main goal of the school discipline program is to create and maintain a positive learning environment on the Analy campus. New programs implemented to improve discipline and classroom management include: (a) Drug and Alcohol Diversion Program which was developed and run by the district and required of all students disciplined for use of drugs/alcohol on campus, (b) Implementation of tardy sweeps which is aimed toward students arriving to class on time and ready to work, (c) Work to articulate all school rules in a positive, lucid fashion to the entire school community. One such example is that each classroom has an “Analy High Classroom Rules Poster” posted visibly for all students and finally the utilization of departments and resources to further communication of rules.

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
Suspensions	0.068	0.155	0.096	0.126	0.171	0.122
Expulsions	0.003	0.009	0.005	0.010	0.011	0.006

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.

DM = Deferred Maintenance Funds

RRM = Routine Maintenance Funds

New tile in main hall	Done	DM
Paint rooms and hallways downstairs	Done	DM
Asphalt by weightroom / small gym entryway	Done	DM
Outdoor basketball area:		
slurrycoat asphalt and paint basketball keys	Done	RRM
replace backboards	Completed	

M and O Projects - 2006-07 - (updated 1/08) - p. 2

Repair small gym roof leak	Completed	Warranty
Install override switch to gym exhaust fans	Nov. 15	RRM
Trim trees – softball field perimeter	Completed	RRM
Repair leak under asphalt between small gym and science building		
Paint band / choral room interior stairwells	Dec. 30	DM
Repair / replace faucets in room 212, as needed	Feb. 30	DM
Paint exterior trim (Paint Crew)		
Building L, Library, old district office	Aug. 15	RRM
Help Small Business Energy Alliance complete lighting replacement	Completed	
Permanent repair to leak under asphalt below small gym		RRM
Improve/coordinate room alarms (add rooms 10, 12, 14, 16)	Completed	RRM
Paint band/choral room interior stairwells	Aug. 24	DM
Repair and replace outdoor drinking fountains	Completed	
Powerwash exterior and walkways	Aug. 24	RRM
Repair/replace irrigation well pump	March 08	DM
Replace HVAC – small gym	June 08	DM
Replace "Libby" classroom signage	Completed	DM
Remove signage from NWW old building	Completed	RRM
Replacement of floor covering: 2 nd floor hall, Annex 1,6,7,8, & 9	Completed	
HVAC replacement: cafeteria, Annex 6, 7, 8, 9		
Roof replacement for main gym	Completed	
Roof replacement for main building		
Wall systems and safety locks campus wide	Completed	
Floor covering replacement: east wing and Library	August 09	DM
Painting: main building, east wing, and both gyms	August 09	DM
Roof replacement Annex 6, 7, 8, 9	August 09	DM
Wall systems: small gym interior door, and Library exterior	August 09	DM
Floor covering replacement – main building-1 st floor classrooms	09/10	DM
Floor covering replacement – main building-2 nd floor classrooms	10/11	

M and O Projects - 2006-07 - (updated 1/08) - p. 3

<i>Suggested Additions to Future Deferred Maintenance Plans:</i>	
<i>Replace cafeteria boiler system with roof mount HVAC</i>	July 2008
<i>Replace exterior doors in small gym – Summer 2007</i>	Completed
<i>Install "Columbine" security locks in classroom doors</i>	Completed
<i>Tie all campus clocks together</i>	
<i>Remodel photography room</i>	Completed
<i>Repair / replace irrigation well pump</i>	March 2008
<i>Replace roof – large gym</i>	Completed

Additional Items based on August 2007 Walk Through

Remove car from maintenance area	Completed	
Replace locker trim upstairs in main building	Fall 07	RRM
Replace hallway trim in art building	Fall 07	RRM
Paint stairs in main building	Fall 07	RRM
Repair trip hazards – west side, main building	Completed	RRM
Add bark to tree area in quad and special ed facility	Fall 07	RRM
Trim tree, adjust rocks, and fix light in quad area	Fall 07	RRM
Install light for ticket booth	Fall 07	RRM
Replace front window screens	Fall 07	RRM
Landscape southeast entrance	Fall 07	RRM
Prep and paint gym foyer	Completed	
Repair bleachers on field	Started	
Landscape tennis court area behind small gym	Spring 08	RRM

Major Reconstruction Projects

- Replace annex office building*
- Repair Karlson Field bleachers*

[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	
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			Checked annually
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			Hot water would be beneficial
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

[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
Overall Summary		X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	60	58	60	127
Without Full Credential	0	1	0	2
Teaching Outside Subject Area of Competence	5	8	3	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
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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
This School	97.8	2.2
All Schools in District	98.4	1.6

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	4.2	347
Library Media Teacher (Librarian)	0	n/a
Library Media Services Staff (paraprofessional)	1.0	n/a
Psychologist	1.0	n/a
Social Worker	0	n/a
Nurse	.1	n/a
Speech/Language/Hearing Specialist	.15	n/a
Resource Specialist (non-teaching)	0	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.

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	OK	0%
Mathematics	OK	0%
Science	OK	0%
History-Social Science	OK	0%
Foreign Language	OK	0%
Health	OK	0%
Science Laboratory Equipment (grades 9-12)	OK	0%

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	\$4,961	\$750	\$4,211	\$57,699
District	n/a	n/a	\$4,801	\$57,333
Percent Difference – School Site and District	n/a	n/a	88%	101%
State	n/a	n/a	\$4,943	\$61,994
Percent Difference – School Site and State	n/a	n/a	85%	93%

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.

- ◆ School Improvement Program (SIP), including Library
- ◆ English Language Learners Education (ELL)
- ◆ Gifted and Talented Education Program (GATE)
- ◆ Agriculture Grant
- ◆ Grant for assistance to students who need additional support to pass CAHSEE

No Child Left Behind (NCLB) Federal funding that includes technology and staff development

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	\$35,393	\$38,525
Mid-Range Teacher Salary	\$53,596	\$61,143
Highest Teacher Salary	\$68,009	\$78,754
Average Principal Salary (High)	\$92,756	\$102,007
Superintendent Salary	\$112,500	\$134,261
Percent of Budget for Teacher Salaries	38.6%	36.7%
Percent of Budget for Administrative Salaries	9.5%	6.1

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	64	62	65	56	54	58	40	42	43
Mathematics	41	39	49	33	30	36	38	40	40
Science	35	59	62	40	53	50	27	35	38
History-Social Science	52	54	53	42	46	45	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	37.0%	52.9%	50.0%	60.0%
American Indian or Alaska Native	Less than 1%	Less than 1%	Less than 1%	Less than 1%
Asian	Less than 1%	Less than 1%	Less than 1%	Less than 1%
Filipino	Less than 1%	Less than 1%	Less than 1%	Less than 1%
Hispanic or Latino	41.8%	23.0%	40.0%	39.7%
Pacific Islander	Less than 1%	Less than 1%	Less than 1%	Less than 1%
White (not Hispanic)	68.5%	46.5%	74.1%	32.9%
Male	63.3%	43.3%	73.1%	54.0%
Female	71.3%	44.0%	64.0%	49.3%
Economically Disadvantaged	12.4%	7.0%	Less than 1%	Less than 1%
English Learners	6.0%	3.0%	Less than 1%	Less than 1%
Students with Disabilities	11.0%	11.4%	Less than 1%	Less than 1%
Students Receiving Migrant Education Services				

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/pfi>. *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	92%

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	2005	2006	2007
Statewide	8	9	9
Similar Schools	10	10	10

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	742	768	793	793
African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	5	2	9	n/a
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a	n/a
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

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
Dropout Rate (1-year)	0.4	0.6	0.4	1.5	1.6	1.2	3.7	3.1	3.5
Graduation Rate	97.9	97.3	97.6	93.4	92.5	95.6	85.3	85.0	83.0

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/tq/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	297	533	
African American	n/a	n/a	
American Indian or Alaska Native	n/a	n/a	
Asian	n/a	n/a	
Filipino	n/a	n/a	
Hispanic or Latino	8%	5%	
Pacific Islander	n/a	n/a	
White (not Hispanic)	83%	46%	
Socioeconomically Disadvantaged	3%	7%	
English Learners	n/a	n/a	
Students with Disabilities	n/a	n/a	

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	614
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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
Students Enrolled in Courses Required for UC/CSU Admission	71%
Graduates Who Completed All Courses Required for UC/CSU Admission	49%

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	0	n/a
English	2	12%
Fine and Performing Arts	0	n/a
Foreign Language	2	4%
Mathematics	2	2%
Science	1	5%
Social Science	3	15%
All courses	10	19%

XI. Instructional Planning and Scheduling

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

In addition to two common planning time (CPT) meetings per week, all teachers meet regularly during scheduled staff meetings. CPT is a time for departments to discuss student achievement, align programs to the standards and discuss issues of the day. Department meetings are held monthly. The English department meets to discuss freshman English and align content. The Math department meets to discuss Algebra I.

New teachers are given an on site orientation to the campus and an introduction into the Beginning Teacher Support and Assessment (BTSA) program. A support provider participates also through ongoing observations, feedback and monthly training.

The district offers support for current teachers to complete their CLAD or SDAIE training. Training is available to EL teachers through special monies, and to all teachers through NCLB funds. Staff development participation is supported by the SITE Council, and teachers participating in a wide range of activities including: GATE and AP for English, AAPT and AP for Physics, CLTA for Modern Languages, CSU, UC, ICC, MBTI, and College Board for counseling, SSES and Woodshop, CUE for computers, CETA for Theater. Other teachers report training in Classroom Management, suicide prevention, Spanish Immersion, AVID and Service Learning. The English Department has done training in CAHSEE. Many teachers articulate with the local Junior College, Sonoma State University and West County Partner Schools. Funds from NCLB are used to fund all Staff Development through each individual department.

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days