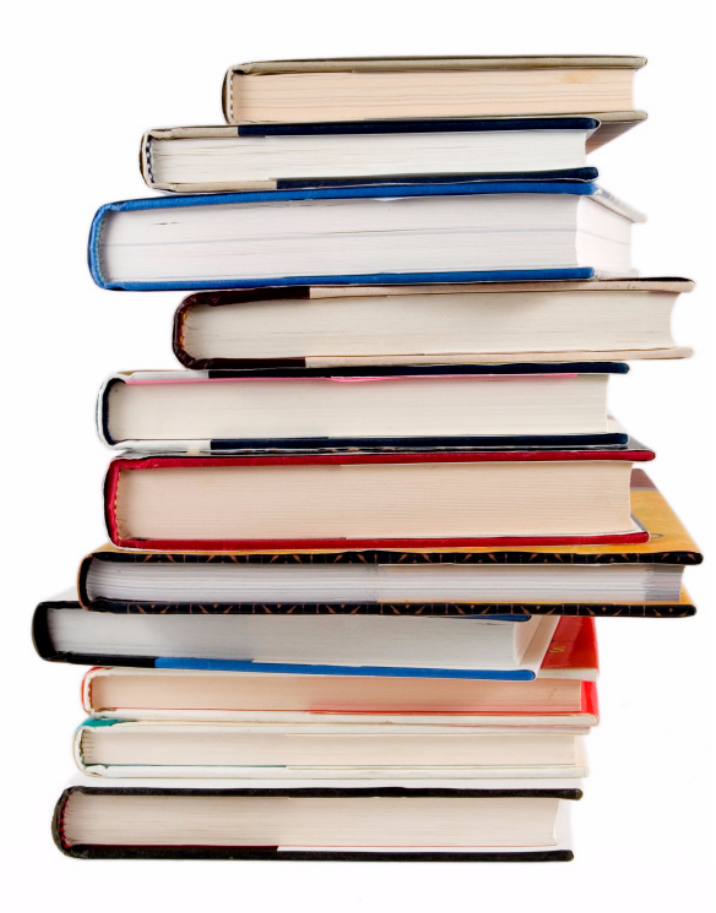
Santa Fe High School

School Accountability Report Card, 2009–2010
Whittier Union High School District



An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

Published by
SCHOOL WISE PRESS

Santa Fe High School

School Accountability Report Card, 2009–2010
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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2009–2010 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

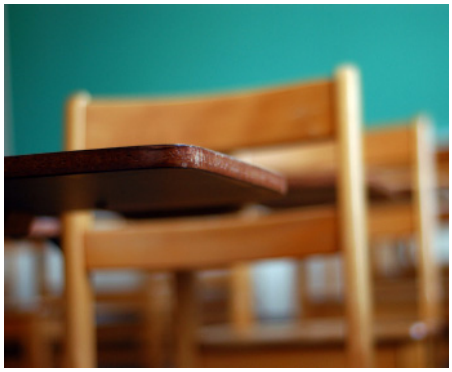
http://www.schoolwisepress.com/sarc/links_2010_en.html

Reports about other schools are available on the **California Department of Education Web site.** Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School
10400 Orr and Day Rd.
Santa Fe Springs, CA 90670
Principal: Kevin Jamero
Phone: (562) 698-8121

How to Contact Our District
9401 South Painter Ave.
Whittier, CA 90605
Phone: (562) 698-8121
http://www.wuhsd.k12.ca.us/



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Whittier Union High School District

Principal's Message

Santa Fe High School has a rich tradition of success in academics and co-curricular programs. Certainly there is much to celebrate as we open the 2010–2011 year. Our vision is that every student graduates from Santa Fe High School as an effective communicator, quality producer, self-directed learner, critical thinker, and responsible citizen. Our daily mission is that through a relevant and rigorous curriculum based on the California Content Standards, we will prepare our students for the demands of higher education and careers by establishing meaningful connections and providing comprehensive support.

We have a strong curricular program with a nationally recognized Advancement Via Individual Determination (AVID) college-preparatory program and two California partnership academies; the Mechanical and Architectural Drafting Academy is in its third year of existence and the Business Academy has one of the largest mentorship programs in the state. Santa Fe offers 12 Advanced Placement (AP) courses. As a result of the rigor and support provided by our staff, we have been the recipient of such awards as California Distinguished School, Title I Academic Achievement, and California School Board Association's Golden Bell. Santa Fe High School is in its second year of a full six-year clear accreditation.

Kevin Jamero, PRINCIPAL

Grade range and calendar
8–12
TRADITIONAL

Academic Performance Index
786
County Average: N/A
State Average: 728

Student enrollment
2,932
County Average: N/A
State Average: N/A

Teachers
104
County Average: N/A
State Average: N/A

Students per teacher
28
County Average: N/A
State Average: N/A

PLEASE NOTE: Comparative data (county average and state averages) in some sections of this report are unavailable due to problems the Department of Education had with data collection last year.

Major Achievements

- Our average daily attendance of more than 96 percent for the 2009–2010 school year reinforces our emphasis on students being in school so that learning takes place and demonstrates that students enjoy attending Santa Fe High School.
- More than 150 graduating seniors are attending four-year colleges and/or universities this fall, including Stanford, University of Southern California, UCLA, MIT, Johns Hopkins, and Notre Dame. They received over $1.6 million in financial aid and scholarships for their first year.
- Forty-five percent of students from the class of 2010 completed the course requirements for admission to the University of California and Cal State systems.
- Ninety-eight percent of our teachers met No Child Left Behind's "highly qualified" teacher status.
- Our API increase of 15 points reflects 11 consecutive years of growth. Santa Fe High School exceeded all state and a federal accountability measures.
- We have received numerous awards, including the California Association of School Leaders Top Associated Student Body Award and the 2007 Golden Bell for Cooperative Community Partnerships. We were also named a 2007 California Distinguished School and an AVID National Demonstration Site School. Santa Fe High School received a full six-year clear accreditation from the Western Association of Schools and Colleges in the spring of 2009.

Focus for Improvement

- Santa Fe High School will continue to use intensive intervention courses such as Academic English Skills and Introduction to Algebra to increase reading, writing, and math proficiency and prepare students for the California High School Exit Exam (CAHSEE). Additionally, Santa Fe will maintain a continual focus on English Learner support and career exploration. The provision and maintenance of instructional technology will facilitate the engagement of students and support teachers in the teaching and learning process.
- Santa Fe High School will continue to review the Guided Study program and monitor all students identified in ninth grade as being at risk of not graduating from high school and continue to monitor them as needed throughout their high school experience.
- Santa Fe High School will continue to improve parent communication by using Teleparent, web pages, Zangle grade book, sending grades at every grading period, and providing student planners for all Santa Fe students.
- Santa Fe High School will continue to support success for ninth graders through the Link Crew program, Parent Partnership, Freshmen Orientation, and Freshmen First Day.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

Santa Fe's API was 786 (out of 1000). This is an increase of 15 points compared with last year's API. About 98 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA
API
ACADEMIC PERFORMANCE INDEX

Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**786**
Growth attained from prior year	**+15**
Met subgroup* growth targets	**Yes**

SOURCE: API based on spring 2010 test cycle. Growth scores alone are displayed and are current as of December 2010.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals.
R/P - Results pending due to challenge by school.
N/A - Results not available.

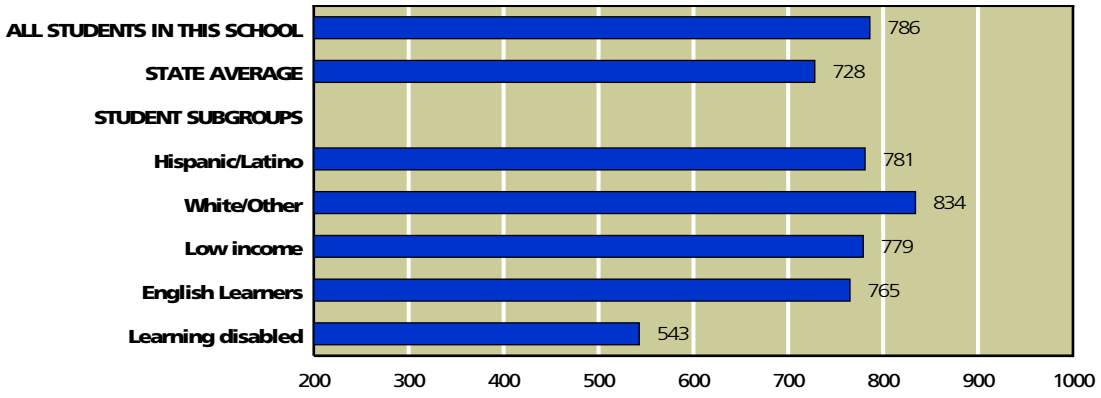
API RANKINGS: Based on our 2008–2009 test results, we started the 2009–2010 school year with a base API of 771. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all high schools in California, our school ranked 7 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 10 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the **CDE Web site**.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We met our assigned growth targets during the 2009–2010 school year. Just for reference, 32 percent of high schools statewide met their growth targets.

API, Spring 2010



SOURCE: API based on spring 2010 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all 18 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE): 55.6 percent on the English/language arts test and 54.8 percent on the math test. All significant ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 650 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2009 must be at least 90 percent (or satisfy alternate improvement criteria). This is higher than was required by the CDE in prior years.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL
AYP
ADEQUATE YEARLY PROGRESS

Met AYP	**N/A***
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Met graduation rate	**N/A**
Program Improvement school in 2010	**No**

SOURCE: AYP is based on the Accountability Progress Report of December 2010. A school can be in Program Improvement based on students' test results in the 2009–2010 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 55.6% ATTAIN PROFICIENCY ON THE CAHSEE?	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 54.8% ATTAIN PROFICIENCY ON THE CAHSEE?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	—	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●

SOURCE: AYP release of October 2010, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2009–2010 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

TESTED SUBJECT	2009–2010 LOW SCORES	2009–2010 HIGH SCORES	2008–2009 LOW SCORES	2008–2009 HIGH SCORES	2007–2008 LOW SCORES	2007–2008 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		50%		45%		42%
Average high school Percent Proficient or higher		49%		46%		44%
GEOMETRY						
Our school Percent Proficient or higher		23%		21%		13%
Average high school Percent Proficient or higher		24%		24%		21%
US HISTORY						
Our school Percent Proficient or higher		54%		54%		50%
Average high school Percent Proficient or higher		48%		47%		40%
BIOLOGY						
Our school Percent Proficient or higher		58%		55%		53%
Average high school Percent Proficient or higher		47%		42%		43%
LIFE SCIENCE (TENTH GRADE)						
Our school Percent Proficient or higher		51%		54%		49%
Average high school Percent Proficient or higher		47%		45%		41%

SOURCE: The scores for the CST are from the spring 2010 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 55 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 61 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE's Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You'll also find a **guide** to navigating the STAR Web site as well as help for understanding how to **compare test scores**.

WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT? California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we've selected biology (an elective) and the tenth grade life science test. For math, we've selected two courses, both of them electives: Algebra I, which students take if they haven't studied and passed it in eighth grade; and Geometry. In social studies, we've selected US History, which is taken by all juniors (eleventh graders). English/language arts summarizes the results of students in grades nine through eleven.

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		50%	97%	**SCHOOLWIDE AVERAGE:** About one percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		45%	96%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		49%	96%	

Subgroup Test Scores

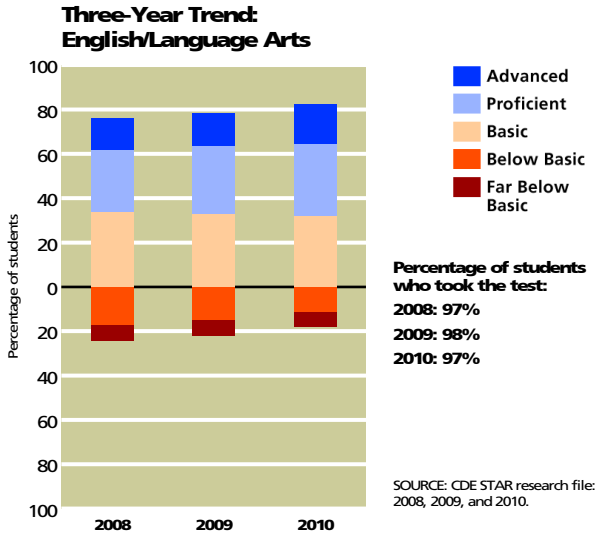
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		47%	1,038	**GENDER:** About seven percent more girls than boys at our school scored Proficient or Advanced.
Girls		54%	1,087	
English proficient		56%	1,853	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		18%	271	
Low income		47%	1,618	**INCOME:** About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		61%	486	
Learning disabled		14%	80	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		52%	2,045	
African American		36%	55	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American		80%	41	
Filipino		68%	32	
Hispanic/Latino		49%	1,847	
White/Other		64%	133	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for **English/language arts** on the CDE's Web site.



Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		28%	37%	**SCHOOLWIDE AVERAGE:** About nine percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		18%	30%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		19%	30%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		26%	413	**GENDER:** About four percent more girls than boys at our school scored Proficient or Advanced.
Girls		30%	394	
English proficient		31%	661	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		12%	146	
Low income		25%	566	**INCOME:** About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		36%	233	
Learning disabled		10%	39	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		29%	768	
African American	DATA STATISTICALLY UNRELIABLE	N/S	21	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino		27%	720	
White/Other		35%	43	

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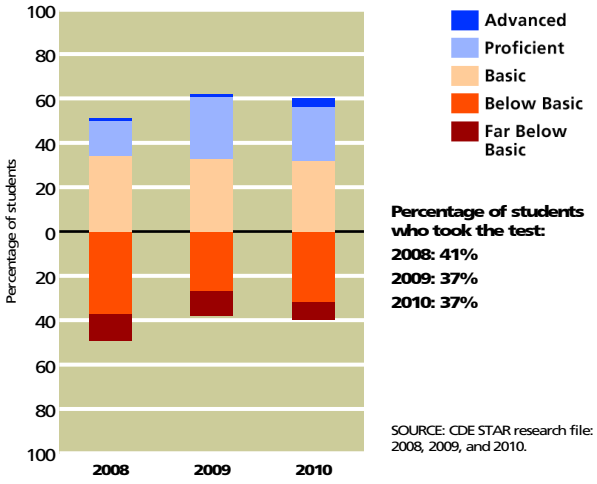
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took algebra is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 37 percent of our students took the algebra CST, compared with 30 percent of all high school students statewide. To read more about California's **math standards**, visit the CDE's Web site.

Three-Year Trend: Algebra I



SOURCE: CDE STAR research file: 2008, 2009, and 2010.

Geometry

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		23%	27%	**SCHOOLWIDE AVERAGE:** About one percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		19%	26%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		24%	26%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		31%	276	**GENDER:** About 15 percent more boys than girls at our school scored Proficient or Advanced.
Girls		16%	323	
English proficient		25%	535	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		11%	64	
Low income		19%	445	**INCOME:** About 17 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		36%	151	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	11	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled		24%	588	
African American	DATA STATISTICALLY UNRELIABLE	N/S	18	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	14	
Hispanic/Latino		22%	508	
White/Other		27%	45	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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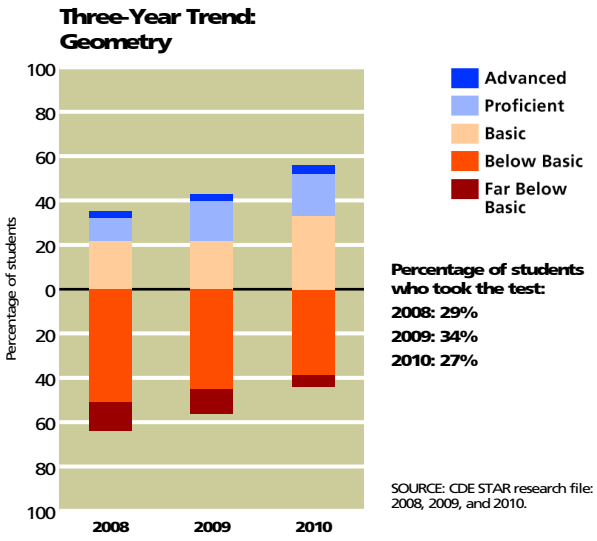
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took geometry is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 27 percent of our students took the geometry CST, compared with 26 percent of all high school students statewide. To read more about the **math standards for all grades**, visit the CDE's Web site.



US History

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		54%	97%	**SCHOOLWIDE AVERAGE:** About six percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		44%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		48%	95%	

Subgroup Test Scores

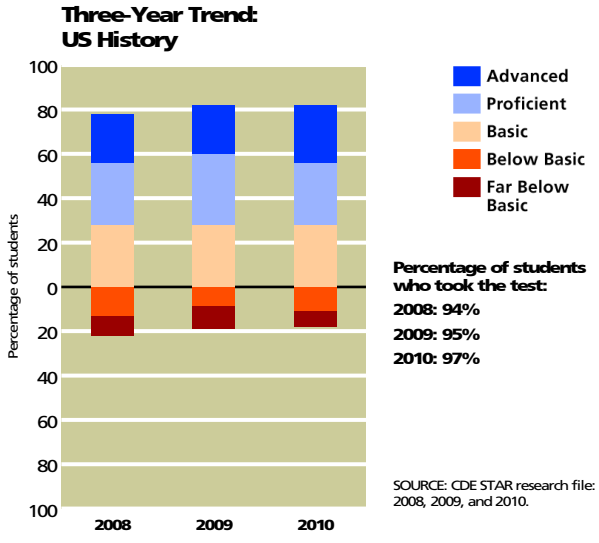
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		64%	304	**GENDER:** About 19 percent more boys than girls at our school scored Proficient or Advanced.
Girls		45%	333	
English proficient		59%	533	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		27%	104	
Low income		53%	579	**INCOME:** About seven percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		60%	53	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	23	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled		56%	614	
African American	DATA STATISTICALLY UNRELIABLE	N/S	14	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	14	
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	13	
Hispanic/Latino		53%	557	
White/Other		64%	36	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the eleventh grade **US history standards**, visit the CDE's Web site.



Biology

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		58%	38%	**SCHOOLWIDE AVERAGE:** About 11 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		42%	37%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		47%	36%	

Subgroup Test Scores

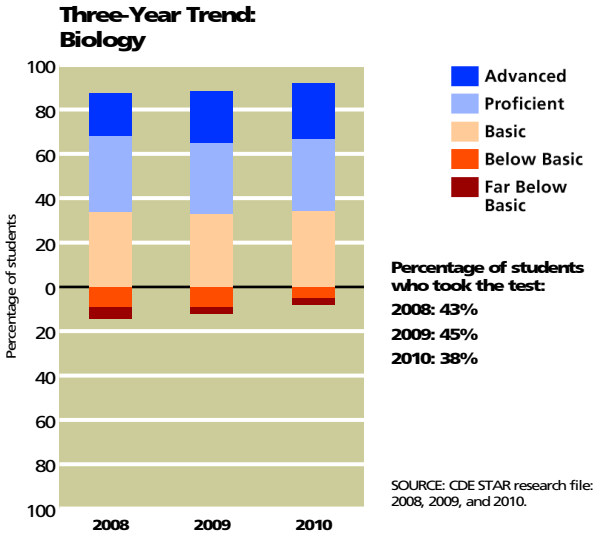
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		61%	418	**GENDER:** About six percent more boys than girls at our school scored Proficient or Advanced.
Girls		55%	404	
English proficient		64%	705	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		22%	117	
Low income		55%	560	**INCOME:** About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		66%	259	
Learning disabled		35%	34	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		59%	788	
African American	DATA STATISTICALLY UNRELIABLE	N/S	18	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	18	
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	16	
Hispanic/Latino		56%	714	
White/Other		80%	50	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took biology is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 38 percent of our students took the biology CST, compared with 36 percent of all high school students statewide. To read more about the **California standards for science** visit the CDE's Web site.



Life Science (Tenth Grade)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		51%	97%	**SCHOOLWIDE AVERAGE:** About four percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		43%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		47%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

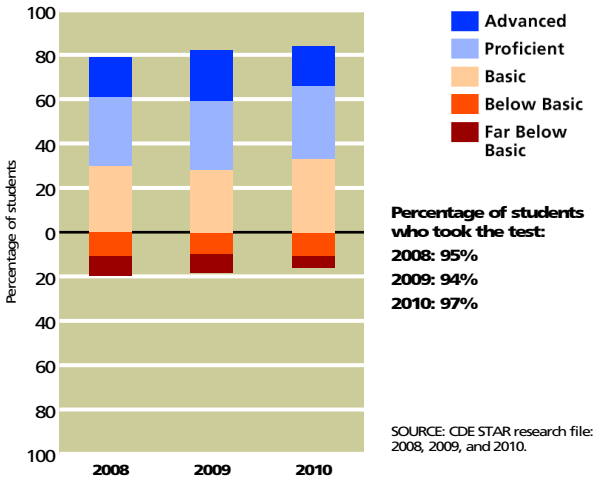
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		53%	350	**GENDER:** About four percent more boys than girls at our school scored Proficient or Advanced.
Girls		49%	374	
English proficient		56%	640	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		14%	84	
Low income		49%	555	**INCOME:** About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		60%	163	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	27	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled		52%	697	
African American	DATA STATISTICALLY UNRELIABLE	N/S	23	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	11	
Hispanic/Latino		51%	622	
White/Other		57%	53	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our tenth grade students' scores on the mandatory life science test have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **science standards** on the CDE's Web site. Please note that some students taking this test may not have taken any science course in the ninth or tenth grade. In high school, science courses are electives.

Three-Year Trend: Life Science



SOURCE: CDE STAR research file: 2008, 2009, and 2010.

Other Measures of Student Achievement

Every high school in the district requires students in each grade to complete assignments that help us evaluate how they are progressing toward reaching specific district goals and the Expected Schoolwide Learning Results. They are also required to complete a senior project in order to pass English and thus graduate. Students in grades nine through eleven prepare for it by tackling assignments based on specific learning goals in each subject for each grade that help develop the necessary research and presentation skills. At the beginning of their senior year, students choose a topic, design a project around it, and conduct research. They present their finished project before a board of Sante Fe staff and community members.

We send home progress reports and grades every four and a half weeks to each student. We encourage parents to attend Back-to-School Night and request a parent conference when necessary.

PREPARATION FOR COLLEGE AND THE WORKFORCE

A critical component of Santa Fe's success is its college-going culture. We inform parents and students of college requirements through the spring registration process and via Parent Partnership meetings that are held each summer for incoming ninth graders. More than 97 percent of Santa Fe's freshmen participated in this program in the summer of 2010. The college center specialist and Expanded Horizons director work during the school day, after school, in the evening, and on Saturdays to provide information for students and families about college requirements, entrance applications, and financial aid. We target juniors and seniors to reinforce the college-going message and share the different options for college, including community college as well as private and public universities.

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	37%	43%	38%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	438	474	495
SAT math	Average score of juniors and seniors who took the SAT math test	444	488	513
SAT writing	Average score of juniors and seniors who took the SAT writing test	439	475	494

SOURCE: SAT test data provided by the College Board for the 2008–2009 school year. County and state averages represent high schools only.

In the 2008–2009 academic year, 37 percent of Santa Fe students took the SAT, compared with 38 percent of high school students in California.

Santa Fe students' average score was 438 on the verbal portion of the SAT, compared with 495 for students throughout the state. Santa Fe students' average score was 444 on the math portion of the SAT, compared with 513 for students throughout the state. Santa Fe students' average score was 439 on the writing portion of the SAT, compared with 494 for students throughout the state.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
2009 graduates meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	41%	43%	37%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	8%	8%	7%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	13%	13%	12%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	37%	32%	29%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2009. Enrollment in UC/CSU qualifying courses comes from the CBEDS census of October 2009. County and state averages represent high schools only.

In the 2008–2009 school year, 41 percent of Santa Fe's graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared with 37 percent of students statewide. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the **California State University** system requires applicants to take in high school, which are referred to as the A-G course requirements, can be reviewed on the CSU's official Web site. The **University of California** has the same set of courses required.

Our **college attendance** data is limited to public colleges in California. Out of Santa Fe's 2009 graduating class, about 58 percent went on to enroll in some part of the California public college system, compared with 49 percent of students throughout the state. Here's the detail: eight percent of the graduating class went to UC

campuses; 13 percent went to CSU campuses; and 37 percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years, including **Advanced Placement** (AP) courses. Some schools also offer students the opportunity to participate in the **International Baccalaureate** (IB) Diploma Programme. IB courses are offered in just 92 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and AP courses as the equivalent of a college course.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Enrollment in AP courses	Percentage of AP course enrollments out of total course enrollments	5%	N/A	N/A

SOURCE: This information provided by the school district.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their material. The number of AP courses offered is one indicator of a school's commitment to prepare its students for college, but students' participation in those courses and their test results are, in part, a measure of student initiative. Please keep both of these considerations in mind as you review the facts below.

Students who take IB courses as part of the IB program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers 12 different courses that you'll see listed in the table.

More information about the **Advanced Placement program** is available from the College Board.

AP AND IB COURSES OFFERED	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	1	N/A	N/A
Computer Science	0	N/A	N/A
English	2	N/A	N/A
Foreign Language	2	N/A	N/A
Mathematics	3	N/A	N/A
Science	1	N/A	N/A
Social Science	3	N/A	N/A
Total	12	N/A	N/A

SOURCE: This information provided by the school district.

AP Exam Results, 2008–2009

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams	20%	30%	27%
Number of AP exams taken	Average number of AP exams each of these students took in 2008–2009	1.7	1.8	1.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	50%	53%	58%

SOURCE: AP exam data provided by the College Board for the 2008–2009 school year.

Here at Santa Fe, 20 percent of juniors and seniors took AP exams. In California, 27 percent of juniors and seniors in the average high school took AP exams. On average, those students took 1.7 AP exams, compared with 1.8 for students in the average high school in California.

California High School Exit Examination

Students first take the California High School Exit Examination (CAHSEE) in the tenth grade. If they don't pass either the English/language arts or math portion, they can retake the test in the eleventh or twelfth grades. Here you'll see a three-year summary showing the percentage of tenth graders who scored Proficient or Advanced. (This should not be confused with the passing rate, which is set at a somewhat lower level.)

Answers to **frequently asked questions** about the exit exam can be found on the CDE Web site. Additional information about the **exit exam results** is also available there. The table to the right shows how specific groups of tenth grade students scored on the exit exam in the 2009–2010 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2009–2010	57%	53%	54%
2008–2009	49%	50%	52%
2007–2008	50%	51%	53%
Math			
2009–2010	62%	60%	53%
2008–2009	54%	55%	53%
2007–2008	49%	50%	51%

SOURCE: California Department of Education, SARC research file.

Sample **questions and study guides** for the exit exam are available for students on the CDE Web site.

CAHSEE Results by Subgroup

	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	43%	28%	29%	38%	45%	17%
African American	52%	38%	10%	57%	38%	5%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	33%	17%	50%	42%	25%	33%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	44%	27%	29%	38%	45%	18%
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	31%	37%	33%	33%	50%	17%
Male	50%	29%	21%	37%	45%	18%
Female	37%	27%	36%	38%	45%	17%
Socioeconomically disadvantaged	44%	27%	29%	38%	44%	18%
English Learners	46%	26%	28%	42%	42%	16%
Students with disabilities	96%	0%	4%	88%	12%	0%
Students receiving migrant education services	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: California Department of Education, SARC research file. Scores are included only when 11 or more students are tested. When small numbers of students are tested, their average results are not very reliable.

High School Completion

This table shows the percentage of seniors in the graduating class of 2010 who met our district's graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

Students can retake all or part of the CAHSEE twice in their junior year and up to five times in their senior year. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation.

More data about **CAHSEE results** , and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2010)	
GROUP	OUR SCHOOL	DISTRICT AVERAGE
All Students	86%	75%
African American	79%	70%
American Indian or Alaska Native	50%	87%
Asian	91%	81%
Filipino	100%	100%
Hispanic or Latino	85%	73%
Pacific Islander	N/A	100%
White (not Hispanic)	86%	87%
Socioeconomically disadvantaged	N/A	N/A
English Learners	100%	100%
Students with disabilities	N/A	N/A

SOURCE: This data comes from the school district office.

Dropouts and Graduates

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2008–2009	2%	5%	4%
2007–2008	1%	5%	4%
2006–2007	1%	5%	4%
Graduation rate (four year)			
2008–2009	96%	79%	83%
2007–2008	95%	82%	85%
2006–2007	98%	80%	85%

SOURCE: Dropout data comes from the CBEDS census of October 2009. County and state averages represent high schools only.

Our attendance coordinator and staff actively monitor student attendance and identify students with poor attendance patterns. Our School Resource Officer makes home visits to verify residence and/or to meet with parents and students regarding attendance. Our district has its own School Attendance Review Board that can intervene to prevent students from dropping out. Students who have previously dropped out or are behind due to poor attendance may be referred to one of the district alternative education programs. Academic programs in alternative education are more flexible and can accommodate students for whom comprehensive school attendance is impractical.

DROPOUT RATE: Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2008–2009 school year or a student who hasn't re-enrolled in our school for the 2009–2010 year by October 2009.

Identifying dropouts has been difficult because students often do not let a school know why they are leaving or where they are going. Districts have begun to use Statewide Student Identifiers (SSID), which will increase their ability to find students who stop coming to school. This system also helps districts identify students who were considered a dropout at a school they left but in fact were enrolled in a different district. The data also allows the CDE to identify students reported by a school district as transferring to another California school district but who cannot be found enrolled elsewhere. These students are now properly counted as dropouts rather than transfers.

It will take a couple of years for the data to be completely accurate, because we need to track students from the time they enter high school. Once this tracking system has been in place for four years, our information will be much more accurate.

GRADUATION RATE: The **graduation rate** is an estimate of our school's success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress (AYP) and is part of California's way of determining a high school's Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

Workforce Preparation

Santa Fe High School offers a variety of classes to prepare students for the world of work. This includes courses in business, computers, industrial technology (wood, auto, drafting), and a Regional Occupational Program. Our college and career director provides career advisement and coordinates the work-experience class, military recruiter visits, career speakers, and career inventory assessments. Instructional practices such as cooperative learning, research via computers, and writing and speaking opportunities combine the world of work with academics. Collectively, the academic core and elective course offerings provide students with a wide scope of experiences to ensure their success in all of their postsecondary endeavors.

KEY FACTOR	OUR SCHOOL
Number of students participating in CTE courses	1,234
Percentage of students completing a CTE program and earning a high school diploma	95%
Percentage of CTE courses coordinated with colleges	65%

SOURCE: Information provided by the school district.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 1,234 students in career technical education courses.

You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about **career technical education** policy is available on the CDE Web site.

STUDENTS

Ethnicity

Most students at Santa Fe identify themselves as Hispanic/Latino. In fact, there are about 15 times as many Hispanic/Latino students as White/European American/Other students, the second-largest ethnic group at Santa Fe. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	3%	9%	7%
Asian American/ Pacific Islander	3%	11%	12%
Hispanic/Latino	88%	60%	47%
White/European American/ Other	6%	19%	33%

SOURCE: CBEDS census of October 2009. County and state averages represent high schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $40,793 a year (based on a family of four) in the 2009-2010 school year. At Santa Fe, 63 percent of the students qualified for this program, compared with 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	63%	N/A	56%
Parents with some college	48%	48%	56%
Parents with college degree	16%	27%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2009–2010 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 48 percent of the students at Santa Fe have attended college and 16 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 53 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The table at the right shows average class sizes for core courses. Our average class size schoolwide is 29 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	28	N/A	N/A
History	33	N/A	N/A
Math	27	N/A	N/A
Science	30	N/A	N/A

SOURCE: This information provided by the school district.

Safety

Sante Fe High School reviews and revises its School Safety Plan annually. It includes disaster preparedness guidelines and evacuation procedures for earthquakes and other emergencies. We perform disaster drills periodically throughout the school year. School discipline rules are reviewed with parents and students at the beginning and throughout the school year. A School Resource Officer and district security staff are on campus every day, and together with the administrative team, have been an effective deterrent to crime on our campus. Sante Fe staff meets monthly with representatives from law enforcement to review crime information to ensure the safety of our school.

Santa Fe High School has a modified closed-campus policy. Juniors and seniors may leave campus, with parent permission, if they have good attendance and discipline, enough course credits to be on target for graduation, and improved California Standards Tests scores. All staff and students must wear a school identification card on the front of their body above their waist. Visitors with official business must check in at the front office/main gate and receive a visitor badge. Other visitors are not allowed on campus while school is in session.

Discipline

We review the school discipline plan annually and request input from staff, students, and parents. The school rules combine California Education Code requirements and local rules that represent the values and safety requirements of our school. The Statement of Student Responsibility (schoolwide discipline policy) is published in the student handbook and student planners, and it is distributed to each student during the summer. In addition, administrators and our dean conduct classroom presentations every fall to ensure that all students understand the school rules, their responsibility for good citizenship on campus, and that the rules exist to provide a safe and secure school environment. Disciplinary action may include detention, in-school suspension, home suspension, or expulsion for serious infractions. We take serious disciplinary action for incidents involving drugs or weapons.

Within the classroom, every Santa Fe High School teacher follows a common classroom discipline plan (be on time; bring required materials to class; respect the teacher, students, and property; follow the teacher's directions). Consequences for bad behavior include contacting the parent, referral to our school's Viewpoint in-school detention program, and possible removal from class. We take pride in our students and their behavior at school and have found that when high expectations are set, students rise to the occasion!

Schedule

Sante Fe High School uses an alternating block schedule that has 120-minute classes Monday through Thursday and 45-minute classes on Fridays. Classes begin at 8:05 a.m. Support sessions are embedded into the school day on Mondays through Thursdays. Our school supports more than 40 clubs and organizations and a large and highly competitive athletics program. These activities help students stay connected to school and teach critical skills such as interpersonal relations and teamwork.

Parent Involvement

We strongly encourage parents to take an active role in their students' learning. We invite parents to join a variety of different support groups such as Advancement Via Individual Determination, GATE Advisory, Bilingual Advisory, the PTA, School Site Council (SSC), Sports Club, and Band Boosters. Parents who would like to shadow (spend a day with) their student can schedule a visit at least a week in advance through the attendance office. We also encourage parents to serve as volunteers, both in the classroom and in the support services offices. The contact person for parent involvement is our principal, Mr. Kevin Jamero.

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LEADERSHIP, TEACHERS, AND STAFF

Leadership

Mr. Kevin Jamero is in his second year as principal of Santa Fe High School, having served as an assistant principal since 2006. He completed his undergraduate degree in chemistry at Whittier College. He began teaching in 1996 and was hired as a full-time science teacher at Santa Fe High School in 1997. He completed his master's degree in educational leadership from Cal Poly Pomona in 2006. Mr. Jamero was the science department chairman before serving as Assistant Principal of Guidance and Counseling and Assistant Principal of Curriculum and Instruction at Santa Fe High School.

Leadership is distributed among a vast and varied leadership team. This team is made up of the department chairs, counselors, intervention specialists for struggling students, new teacher advisors, teacher-leaders, and the site president of the Whittier Secondary Education Association, Career Center director, an Expanded Horizons director for special programs, and assistant principals. Critical decisions are made after significant discussion in this highly respected group.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	1%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	0%	N/A	N/A
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	97%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	3%	N/A	N/A

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

PLEASE NOTE: Comparative data (county average and state averages) from some of the data reported in the SARC is unavailable due to problems the California Department of Education had with data collection last year.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "**highly qualified**." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation** (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2010–2011 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	3%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	N/A
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	1%

SOURCE: Data is from the California Department of Education, SARC research file.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state's schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state's schools are in this category.

The average percentage of courses in our district not taught by a "highly qualified" teacher is three percent, compared with one percent statewide. For schools with the lowest percentage of low-income students, this factor is one percent, compared with zero percent statewide.

Staff Development

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2009-2010	3.0
2008–2009	3.0
2007–2008	3.0

SOURCE: This information is supplied by the school district.

Our district spends more than $100,000 each year on professional development opportunities for teachers and support staff. The topics are directly connected to the critical academic needs of our students, teachers' personal improvement plans, and our district goals. In addition, teachers attend many professional development opportunities to improve instructional and assessment practices in their subject matter. Every year we also provide training for specific programs such as AVID, GATE, and AP courses, new teacher support, English Learner support, literacy skills, professional learning communities, asset development, relationship building, leadership training, and highly effective instructional strategies in all course subjects.

Evaluating and Improving Teachers

We evaluate our probationary and tenured teachers according to the California Standards for the Teaching Profession. Our goal is to hire teachers who are highly qualified in their subject matter and seek to build positive and mutually respectful relationships with students. Education is more than just improving test scores; students need to know that their teachers truly care about them in order for them to achieve at their highest level. Newly hired teachers receive support from an induction specialist, four district new-teacher advisors, and consulting teachers at each site. The consulting teacher meets with new teachers each month to support their adjustment to the culture at Santa Fe. Our district has a Peer Assistance and Review Program and panel that work with teachers who receive an unsatisfactory evaluation. This year we have no teachers who have been referred to this program.

Substitute Teachers

We have 175 teachers in our district substitute pool. We require substitutes to hold a bachelor's degree and have a passing score on the California Basic Educational Skills Test. While our substitute pool is adequate, occasionally an absence is called in too late to find a substitute. In this case other teachers cover the absent teacher's classes during their preparation periods. We hire from our substitute pool when we identify a teacher who fulfills our requirements.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

ACADEMIC GUIDANCE COUNSELORS: More information about **counseling and student support** is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	7.0
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	0.0
Resource specialists	3.0

SOURCE: Data provided by the school district.

Specialized Programs and Staff

Students at our school benefit from the services of seven full-time school counselors. Counselors provide a broad range of student support services, including individual and group counseling, college and financial aid counseling, post-high school planning and preparation, and academic program planning. Counselors also act as liaisons to connect students with community resources. Our psychologist administers assessments and evaluates students. One counselor works exclusively to address the personal, social, and emotional needs of students. This counselor holds multiple licenses and provides a comprehensive array of clinical services to our students.

Gifted and Talented Education (GATE)

GATE students are placed in courses appropriate for their skills and talents, including honors and Advanced Placement (AP) courses, fine arts classes (choral and instrumental music, theater, and visual arts), foreign language, and practical arts. GATE students also have the opportunity to develop their leadership skills through various co-curricular activities. As part of their senior projects, GATE students perform research, conduct fieldwork, and make a presentation to a community panel on a topic of special interest to them.

Special Education Program

Our special education students are offered a full range of services to meet their unique needs. The instruction for each student is based on his Individualized Education Plan (IEP). These services may include support within the general education classroom and/or specialized instruction from a special education teacher.

English Learner Program

Santa Fe High School has one part-time bilingual instructional aide; two part-time bilingual specialists; and a director for Expanded Horizons, a program for low-income youth. The focus of instruction is based on the English Language Development (ELD) standards as well as the California Content Standards for English/ language arts. We offer a full range of instructional programs at Santa Fe, including two levels of ELD, transitional English, and instruction in classes composed entirely of English Learners. English Learners can take their instruction for math, science, and social science in their primary language or in English with support.

RESOURCES

Buildings

Sante Fe High School opened in 1955. The school has 100 classrooms and teaching stations, including 7 computer labs, a library, gymnasium, boys' and girls' locker rooms, a band room, a cafeteria, and shop buildings. Over the years, portable classrooms have been added to accommodate growth in student enrollment and to temporarily house students while major facility improvements are being made.

The multiyear Measure C facility improvement project continues at Santa Fe High School. We upgraded electrical, water, gas, and sewer systems to current standards using local bond funds, Federal Emergency Management Administration funding, and state matching funds. We installed air conditioning and wiring for technology in all completed classrooms and modernized student rest rooms. We have made all modernized buildings compliant with the Americans with Disabilities Act.

The most recent improvements have included the addition of two new buildings that include eight additional classrooms, updated gym and locker room facilities, and modernized classrooms in the V, W, D, and X buildings. In addition, each of the three quads has now been upgraded with improvements throughout. Four new portable classrooms have been installed on the north side of campus. Construction in buildings C and E will provide modernized art and business labs beginning in early 2011.

The district places a high priority on clean, safe, functional schools. District and site maintenance staff keeps the school in good repair and working order in a timely manner. The custodial staff cleans and restocks all rest rooms daily, and all toilets are self-flushing.

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC) and were brought about by the Williams legislation. You can look at the six-page **Facilities Inspection Tool** used for the assessment on the Web site of the OPSC.

Computers

Each Santa Fe High School teacher has at least one computer for instructional use, and there are additional computers in labs throughout the school for students to complete research and other curriculum-related assignments. Modernization efforts will include adding an LCD projector in each classroom. Students have access to computers for research and writing projects for their English classes, including the research papers that we assess for appropriate progress.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2010–2011 school year and whether those **textbooks** covered the California Content Standards.

Curriculum

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).

Science Labs

Facts about our science labs, called for by the Williams legislation, are available from the following link. What you will find is whether we had sufficient lab equipment and materials for our **science lab** courses during the 2010–2011 school year.

SCHOOL EXPENDITURES

We use state and federal funding to support teacher training in such areas as developing math curriculum and instructional strategies, Advancement Via Individual Determination, and improving students' skills in reading and math. We use federal Title I funds for our Guided Study program that supports student achievement of low-income students in all courses. Finally, we use these funds to prepare students for the CAHSEE and to increase the use of technology in both math and English Learner classes.

Spending per Student (2008–2009)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 2,802 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds ($/student)	$4,503	$2,905	55%	$5,653	-20%
Restricted funds ($/student)	$1,191	$1,295	-8%	$3,083	-61%
TOTAL ($/student)	$5,693	$4,201	36%	$8,736	-35%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2008–2009)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	$7,914,494	$1,322,577	$9,237,071	58%
Other staff salaries	$1,286,990	$917,065	$2,204,055	14%
Benefits	$2,660,634	$699,427	$3,360,061	21%
Books and supplies	$226,010	$314,623	$540,633	3%
Equipment replacement	$0	N/A	N/A	N/A
Services and direct support	$528,147	$82,604	$610,751	4%
TOTAL	$12,616,275	$3,336,296	$15,952,571	

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

Compensation per Staff with Teaching Credentials (2008–2009)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 94 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	$101,055	$63,003	60%	$72,020	40%
Retirement benefits	$8,322	$5,145	62%	$5,840	43%
Health and medical benefits	$13,012	$8,046	62%	$9,324	40%
Other benefits	$2,493	$1,529	63%	$384	549%
TOTAL	$124,882	$77,723	61%	$87,568	43%

SOURCE: Information provided by the school district.

Total Certificated Staff Compensation (2008–2009)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	$9,519,395	81%
Retirement benefits	$783,892	7%
Health and medical benefits	$1,225,728	10%
Other benefits	$234,862	2%
TOTAL	$11,763,877	

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of December 2010. The CDE may release additional or revised data for the 2009–2010 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2009 census); Language Census (March 2010); California Standards Tests (spring 2010 test cycle); Academic Performance Index (November 2010 growth score release); Adequate Yearly Progress (October 2010).

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» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2010–2011. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2008–2009	2009–2010	2010–2011
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	548	532	500
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES: This report was completed on Tuesday, February 01, 2011.

Teacher Misassignments

A "misassigned" teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2008–2009	2009–2010	2010–2011
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	9	4	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Tuesday, February 01, 2011.

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
SUBJECT	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Foreign Languages	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

NOTES: This report was completed on Monday, January 31, 2011. This information was collected on Sunday, August 01, 2010. All of our textbooks are the most recently approved by the State Board of Education or Local Governing Agency.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
OVERALL RATING	**Good**	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
A. SYSTEMS	**Good**	
Gas Leaks		No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		No apparent problems.
Sewer System		No apparent problems.
B. INTERIOR		
Interior Surfaces (Walls, Floors, and Ceilings)	**Good**	No apparent problems.
C. CLEANLINESS	**Good**	
Overall Cleanliness		No apparent problems.
Pest or Vermin Infestation		No apparent problems.
D. ELECTRICAL		
Electrical Systems and Lighting	**Good**	No apparent problems.
E. RESTROOMS/FOUNTAINS	**Fair**	
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		No apparent problems.
F. SAFETY	**Good**	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		Classroom E6/E7: Oudated fire extinguisher. To be replaced by campus personnel February 2011. Large Gym CC: North exit sign not working, cover plate missing on fire alarm panel. To be replaced by M&O February 2011.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
G. STRUCTURAL	**Good**	
Structural Damage (Cracks in		No apparent problems.

AREA	RATING	DESCRIPTION
Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)		
Roofs		No apparent problems.
H. EXTERNAL	**Good**	
Playground/School Grounds		No apparent problems.
Windows, Doors, Gates, Fences (Interior and Exterior)		No apparent problems.
OTHER DEFICIENCIES	**N/A**	No apparent problems.

INSPECTORS AND ADVISORS: This report was completed on Tuesday, February 01, 2011 by Robert Whittenberg (Director Business Services). The facilities inspection occurred on Tuesday, January 18, 2011. There were no other inspectors used in the completion of this form. The Facilities Inspection Tool was completed on Monday, January 31, 2011.

SCIENCE LABS

Many science courses require that students conduct experiments. This gives our students a chance to practice the scientific method, in effect, learning science by doing science. Those courses are what we call lab courses, and, of course, they require equipment and materials. The purpose of the Williams legislation is to inform citizens if our schools have the proper equipment, and enough of it, for students to succeed. This legislation only requires high schools to provide this information.

Please note that there is no state standard for equipping science labs. The next best authority we have to rely upon is the policy of our own school board. So you'll see in our report whether our school board has voted to approve a standard for equipping our science labs. If you have further questions about the condition of our science labs, we recommend you speak with your child's science teacher directly.

COURSE TITLE	DID THE DISTRICT ADOPT ANY RESOLUTIONS TO DEFINE "SUFFICIENCY"?	IS THERE A SUFFICIENT SUPPLY OF MATERIALS AND EQUIPMENT TO CONDUCT THE LABS?
Bio Concepts	Yes	Yes
Biology - P	Yes	Yes
Biology-Hp	Yes	Yes
Advanced Biology - AP	Yes	Yes
Intro to Biol. Concepts	Yes	Yes
Chemistry-P	Yes	Yes
Chemistry-HP	Yes	Yes
Physics-P	Yes	Yes
Physics-HP	Yes	Yes
Intro to Physical Science	Yes	Yes
Physics B-AP	Yes	Yes
Earth Science-P	Yes	Yes

Notes

BIOLOGY	This report was completed on Monday, January 31, 2011.
CHEMISTRY	This report was completed on Monday, January 31, 2011.
PHYSICS	This report was completed on Monday, January 31, 2011.
EARTH SCIENCES	This report was completed on Monday, January 31, 2011.

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card as well as data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.

STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	2,932
Black/African American	3%
American Indian or Alaska Native	0%
Asian	2%
Filipino	1%
Hispanic or Latino	88%
Pacific Islander	0%
White (not Hispanic)	6%
Two or more races	0%
Socioeconomically disadvantaged	74%
English Learners	13%
Students with disabilities	6%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2009. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	1
Grade 9	804
Grade 10	775
Grade 11	709
Grade 12	643

SOURCE: CBEDS, October 2009.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2007–2008	2008–2009	2009–2010
English	27	27	28
History	33	33	33
Math	27	28	27
Science	33	34	30

SOURCE: CBEDS, October 2009. Data for 2009–2010 provided by the school district.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

	2007–2008			2008–2009			2009–2010		
SUBJECT	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	49	33	30	52	19	43	12	67	28
History	4	20	41	6	23	41	3	23	44
Math	46	17	35	42	29	34	14	58	26
Science	7	18	48	5	17	51	18	14	55

SOURCE: CBEDS, October 2009. Data for 2009–2010 provided by the school district.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the "healthy fitness zone" on four, five, and all six tests. More information about **physical fitness testing and standards** is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	11%	26%	53%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information was the most recent available, for the 2008–2009 school year. Data is reported by Educational Data Systems.

Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2009–2010 school year, we had 156 suspension incidents. We had seven incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2009–2010	5	5	16
2008–2009	4	6	16
2007–2008	5	6	17
Expulsions per 100 students			
2009–2010	0	0	1
2008–2009	0	0	1
2007–2008	0	0	1

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent high schools only.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district. We also present three years' of data about the number of teachers who lacked the appropriate subject-area authorization for one or more classes they taught.

	SCHOOL			DISTRICT
TEACHERS	2007–2008	2008–2009	2009–2010	2009–2010
With Full Credential	102	97	104	N/A
Without Full Credential	8	11	3	N/A
Teaching out of field	4	4	N/A	N/A

SOURCE: Information provided by the school district.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts, mathematics, science, and history/social science in grades nine through eleven. Student scores are reported as performance levels. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
English/ language arts	43%	45%	50%	40%	44%	46%	46%	50%	52%
History/social science	41%	47%	50%	38%	43%	47%	36%	41%	44%
Mathematics	18%	28%	33%	22%	30%	31%	43%	46%	48%
Science	49%	54%	51%	43%	46%	46%	46%	50%	54%

SOURCE: STAR results, spring 2010 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

	STUDENTS SCORING PROFICIENT OR ADVANCED			
STUDENT SUBGROUP	**ENGLISH/LANGUAGE ARTS 2009–2010**	**HISTORY/ SOCIAL SCIENCE 2009–2010**	**MATHEMATICS 2009–2010**	**SCIENCE 2009–2010**
African American	33%	33%	23%	32%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	80%	68%	62%	64%
Filipino	66%	58%	48%	N/A
Hispanic or Latino	49%	49%	32%	51%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	64%	62%	39%	57%
Two or more races	N/A	N/A	N/A	N/A
Boys	47%	58%	34%	53%
Girls	53%	44%	31%	49%
Socioeconomically disadvantaged	47%	50%	31%	49%
English Learners	18%	22%	15%	14%
Students with disabilities	19%	16%	18%	23%
Receives migrant education services	35%	55%	22%	N/A

SOURCE: STAR results, spring 2010 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all high schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all high schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2007–2008	2008–2009	2009–2010
Statewide rank	5	7	7
Similar-schools rank	7	9	10

SOURCE: The API Base Report from December 2010.

API Changes by Subgroup: Three-Year Comparison

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

	ACTUAL API CHANGE			API
SUBGROUP	2007–2008	2008–2009	2009–2010	2009–2010
All students at the school	+43	+25	+15	786
Black/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	+48	+26	+14	781
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+7	+34	+19	834
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	+46	+37	+10	779
English Learners	+52	+34	+24	765
Students with disabilities	+75	-3	+25	543

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL	DISTRICT	STATE
All students	786	765	767
Black/African American	N/A	751	686
American Indian or Alaska Native	N/A	N/A	728
Asian	N/A	872	890
Filipino	N/A	N/A	851
Hispanic or Latino	781	753	715
Pacific Islander	N/A	N/A	753
White (non Hispanic)	834	829	838
Socioeconomically disadvantaged	779	744	712
English Learners	765	717	692
Students with disabilities	543	522	580
Two or more races	N/A	N/A	807

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):
(a) a 95-percent participation rate on the state's tests
(b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests
(c) an API of at least 680 or growth of at least one point
(d) the graduation rate for the graduating class must be higher than 83.2 percent (or satisfy alternate improvement criteria).

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	No
Participation rate in mathematics	No
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in December 2010.

Intervention Program: District Program Improvement (PI)

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) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	3 of 3
The year the district entered PI	2008
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2010.

DISTRICT EXPENDITURES

According to the CDE's SARC Data Definitions, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2009–10 data in most cases. Therefore, 2008–09 data are used for report cards prepared during 2010–11."

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the **CDE's Web site.**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2008–2009			
Total expenses	$113,717,412	N/A	N/A
Expenses per student	$9,007	$9,024	$8,736
FISCAL YEAR 2007–2008			
Total expenses	$117,977,293	N/A	N/A
Expenses per student	$8,911	$8,611	$8,594

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2008–2009

This table reports the salaries of teachers and administrators in our district for the 2008–2009 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	$43,984	$43,096
Midrange teacher's salary	$75,195	$70,018
Highest-paid teacher's salary	$94,413	$89,675
Average principal's salary (high school)	$148,168	$128,615
Superintendent's salary	$213,128	$204,469
Percentage of budget for teachers' salaries	31%	38%
Percentage of budget for administrators' salaries	3%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.

SCHOOL COMPLETION AND PREPARATION FOR COLLEGE

Dropout Rate and Graduation Rate

The dropout rate is an estimate of the percentage of all students who drop out before the end of the school year (one-year rate). Graduation rate is an estimate of the four-year completion rate for all students.

KEY FACTOR	SCHOOL	DISTRICT	STATE
Dropout rate (one-year)			
2008–2009	2%	1%	4%
2007–2008	1%	1%	4%
2006–2007	1%	1%	4%
Graduation rate (four-year)			
2008–2009	96%	95%	83%
2007–2008	95%	95%	85%
2006–2007	98%	93%	85%

SOURCE: CBEDS October 2007–2009. District and state averages represent high schools only.

Courses Required for Admission to the University of California or California State University Systems

Number and percentage of students enrolled in the A-G courses required for admission to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	N/A	N/A	N/A
Percentage of graduates from class of 2009 who completed all courses required for UC/CSU admission	41%	39%	37%

SOURCE: CBEDS, October 2009, for the class of 2009. District and state averages represent high schools only.

College Entrance Exam Reasoning Test (SAT)

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average verbal, math, and writing scores of those students.

KEY FACTOR	2006–2007	2007–2008	2008–2009
Percentage of seniors taking the SAT	43%	38%	37%
Average critical reading score	433	428	438
Average math score	440	441	444
Average writing score	428	433	439

SOURCE: Original data from the College Board, for the class of 2009, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is fewer than 11. The College Board first introduced the writing test in 2005–2006.

CAREER TECHNICAL EDUCATION

Programs and Courses

Our district offers courses intended to help students prepare for the world of work.
These career technical education courses (CTE, formerly known as vocational education) are open to all students.

PROGRAM	COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Architecture and Engineering Academy	Arch Drft 1	CHS SFHS	No	Yes	No
Architecture and Engineering Academy	Arch Drft 2	CHS SFHS	No	Yes	No
Architecture and Engineering Academy	Mechanical Drafting 1 A & E	CHS SFHS	No	Yes	No
Architecture and Engineering Academy	Mechanical Drafting 2 A & E	CHS SFHS	No	Yes	No
AutomotiveTechnology Academy	Auto Acad 11th	ROP	Yes	Yes	No
AutomotiveTechnology Academy	Auto Acad 12th	ROP	Yes	Yes	No
AutomotiveTechnology Academy	Auto Tech	ROP	Yes	Yes	No
Business Academy	Accounting w/ Computer Appl.	CHS	No	Yes	No
Business Academy	Business Academy	ROP	Yes	Yes	No
Business Academy	Career Orientaton	ROP	Yes	Yes	No
Business Academy	Computer Applications	CHS SFHS	No	Yes	No
Business Academy	Computer Information Sys.	CHS	No	Yes	No
Business Academy	Computer Information Systems 1	SFHS	No	Yes	No
Business Academy	Computer Information Systems 2	SFHS	No	Yes	No
Business Academy	Computerized Office	ROP	Yes	Yes	No
Business Academy	Virtual Enterprise	ROP	Yes	Yes	No
Cardinal Computer Academy	Computer Academy Senior Seminar	WHS	Yes	Yes	No
Cardinal Computer Academy	Computer Applications 1	WHS	Yes	Yes	No
Cardinal Computer Academy	Computer Applications 2	WHS	Yes	Yes	No
Culinary Arts Academy	Culinary Arts 2	CHS	No	Yes	No
Culinary Arts Academy	Hosp. & Recreation	ROP	Yes	Yes	No

PROGRAM	COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Culinary Arts Academy	Intro. to Prof. Baking	CHS	No	Yes	No
Culinary Arts Academy	Culinary Arts 1	CHS	No	Yes	No
Fine Arts & Media Academy	Digital Arts	LSHS	No	Yes	Yes
Fine Arts & Media Academy	Intermediate Photo	LSHS	No	Yes	Yes
Fine Arts & Media Academy	Film & Media	LSHS	No	Yes	No
Fine Arts & Media Academy	Intro to Photo	LSHS	No	Yes	Yes
Health Academy	Home Health Aid	ROP	Yes	Yes	No
Health Academy	First Responder	ROP	Yes	Yes	No
Health Academy	Hospital Careers	ROP	Yes	Yes	No
Health Academy	Medical Careers	ROP	Yes	Yes	No
Pace Academy	Careers in Early Childhood Education	PHS	No	Yes	Yes
Pace Academy	Psychology	PHS	No	Yes	Yes
Pace Academy	ROP Careers in Education	ROP	Yes	Yes	No
Public Service Academy	Intro to Emergency Services	ROP	Yes	Yes	No
Public Service Academy	First Responder	ROP	Yes	Yes	No
Public Service Academy	Admin of Justice	ROP	Yes	Yes	No
Public Service Academy	Forensics Science	ROP	Yes	Yes	No
Sports Medicine Academy	Human Anatomy	LSHS/WHS	No	Yes	Yes
Sports Medicine Academy	Int. Medicine Career	ROP	Yes	Yes	No
Sports Medicine Academy	First Responder	ROP	Yes	Yes	No

Advisors

If you'd like more information about the programs our schools offer in career technical education, please speak with our staff. More information about career technical education policy is available on the **CDE Web site**.

FIELD OR INDUSTRY	ADVISOR	PHONE	EMAIL
Automotive	Bill Buttinelli/CHS	562-698-8121	Bill.Buttinelli@wuhsd.k12.ca.us
Business	Dave Miller/SFHS	562-698-8121	Dave.Miller@wuhsd.k12.ca.us
Business	Linda Behr/CHS	562-6988121	Linda.Behr@wuhsd.k12.ca.us
Business	Sandy Lopez/LSHS	562-698-8121	Sandy.Lopez@wuhsd.k12.ca.us
Education	Lilia Bozigian/PHS	562-698-8121	Lilia.Bozigian@wuhsd.k12.ca.us
Engineering	Ricardo Alvarez/CHS	562-698-8121	Ricardo.Alvarez@wuhsd.12.ca.us
Engineering	Mike Griffie/SFHS	562-698-8121	Mike.Griffie@wuhsd.k12.ca.us
Fine Arts Media	Amber Fox/LSHS	562-698-8121	Amber.Fox@wuhsd.k12.ca.us
Health	Laurie Thomas/CHS	562.698-8121	Laurie.Thomas@wuhsd.k12.ca.us
Hospitality	Susan Sones/CHS	562-698-8121	Susan.Sones@wuhsd.k12.ca.us
Public Service	Keith Murata/PHS	562-698-8121	Keith.Murata@wuhsd.k12.ca.us
Sports Medicine	Kathy Abell/LSHS	562-698-8121	Kathy.Abell@wuhsd.k12.ca.us
Sports Medicine	Chris Weitzel/WHS	562-698-8121	Chris.Weitzel@wuhsd.k12.ca.us
Technology	Kathy Bailey/WHS	562-698-8121	Kathy.Bailey@wuhsd.k12.ca.us

TEXTBOOKS

Textbook Adoption List

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Elements of Literature	Eng/Lang Art	1997	1998
Elements of Literature - Lit. of Britain	Eng/Lang Art	2003	2004
High Point-The Basics	Eng/Lang Art	2003	2003
Language of Literature	Eng/Lang Art	1997	1999
McDougal Littell Literature	Eng/Lang Art	2008	2008
Algebra 2 - California Ed.	Math: Algebra	2007	2007
Algebra 1	Math: Algebra 1	2001	2002
Algebra Connections	Math: Algebra 1	2004	2005
CPM1 - Algebra-Vol 1&2	Math: Algebra 1	2000	1998
Algebra 1 - California Ed.	Math: Algebra 1-P	2007	2007
Algebra 1 - Concepts & Skills	Math: Algebra 1-P	2008	2007
Algebra 2	Math: Algebra 2	2001	2002
Holt Algebra with Trigonometry	Math: Algebra 2-P	2002	2003
Calculus of a Single & Multivariable	Math: Calculus	2002	2003
Calculus of a Single Variable	Math: Calculus	1998	1998
Calculus with Analytic Geometry	Math: Calculus	1994	1996
Calculus: Graphical, Numerical Algebraic	Math: Calculus	2007	2007
CPM Geometry Connections-Vol 1&2	Math: Concepts/Geom.	2006	2007
Fundamentals of Mathematics	Math: Consumer Math	2003	2003
Mathematics w/Business Applications	Math: Consumer Math	2004	2004
Finite Mathematics	Math: Finite Math	2004	2005
CPM 2 - Geometry	Math: Geometry	2002	2002
Geometry	Math: Geometry	2001	2002
Geometry Concepts & Skills	Math: Geometry	2005	2005
Geometry for Enjoyment & Challenge	Math: Geometry	2004	2006
Geometry - California Ed.	Math: Geometry - P	2007	2007
Foundations of Algebra Year 1 & 2	Math: Intro to Algebra	2002	2002
Pre-Algebra	Math: Intro to Algebra	2005	2005
Advanced Mathematics Concepts: Precalculus	Math: Math Analysis	2001	1998

Textbook Adoption List (continued)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
CPM4- Math Analysis-Volume 1&2	Math: Math Analysis	2002	2003
Precalculus	Math: Math Analysis	2000	2002
Precalculuswith Limit: A Graphing Approach	Math: Math Analysis	2005	2005
Introduction to Statistics & Data Analysis	Math: Probability/Stats	2001	2002
Statistics & Probability in Modern Life	Math: Probability/Stats	1997	1998
Stats: Modeling the World	Math: Probability/Stats	2007	2007
Biology	Science: Bio Concepts	2006	2006
Biology	Science: Biology	2006	2006
Chemistry: Matter & Change	Science: Chemistry	2005	2004
Chemistry by Zumdahl	Science: Chemistry -AP	2007	2007
Holt Chemistry	Science: Con./Chem.	2006	2005
Conceptual Physics	Science: Con./Phys.	2006	2005
Earth Science - CA	Science: Earth Science	2006	2005
Integrated Science	Science: Integrated Sci.	2005	2004
Fundamentals of Physics	Science: Physics	2005	2006
Physics	Science: Physics	2006	2005
Physics: Principles w/Applications	Science: Physics	2005	2005
Understanding Human Anatomy & Physiology	Sci: Human Ana.&Phys.	2005	2005
Foundations of Economics AP Editions	Social Sci.: Econ/AP	2007	2007
Comtemporary's World History	Social Science: World	2006	2006
The Earth & It's People: A Global History	Social Science: World	2006	2006
Economics	Social Studies: Econ.	2003	2005
Economics Today & Tomorrow	Social Studies: Econ.	2005	2005
The Economy Today	Social Studies: Econ.	2003	2004
American Government	Social Studies: Govern.	2006	2005
Magruder's American government	Social Studies: Govern.	2005	2005
A History of Western Society	Social Studies: History	2006	2005
Modern World History: Patterns	Social Studies: History	2005	2005
The American Pageant	Social Studies: History	2006	2005
The Americans	Social Studies: History	2005	2005
Business Math	Business	2006	2008

Textbook Adoption List (continued)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Check Series: Microsoft Office	Business	2009	2009
Bridges to Literature	Eng/Lang Art	2008	2009
AGS Illustrated Classics	Eng/Lang Art	2000	2009
Edge - Level B	Eng/Lang Art	2006	2009
Test Ready …Advanced Plus Reading	Eng/Lang Art	2002	2010
Under the Feet of Jesus (SDAIE)	Eng/Lang Art	1996	2009
The Norton Reader	Eng/Lang Art	2008	2008
From Critical Thinking to Argument	Eng/Lang Art	2005	2008
The Greatest Generation	Eng/Lang Art	1998	2008
Effective Academic Writing	Eng/Lang Art	2007	2008
McDougal Littell Literature	Eng/Lang Art	2008	2008
Step Forward: Language for Everyday Life	Eng/Lang Art	2007	2008
Grammar Sense Series	Eng/Lang Art	2004	2008
Two Badges	Eng/Lang Art	1997	2009
The Plague	Eng/Lang Art	1975	2009
Edge - Level A	Eng/Lang Art	2007	2009
Edge - Level B	Eng/Lang Art	2007	2009
Edge - Level C	Eng/Lang Art	2007	2009
ELD Libraries	Eng/Lang Art	2007	2009
Hoop Dreams	Eng/Lang Art	1995	2009
Basic Drama Projects	Fine Arts	2004	2009
Focus on Photography	Fine Arts	2007	2009
El Pequeno Larousse Dictionary	Foreign Lang	2008	2009
Schaum's Outlines German Grammar	Foreign Lang	2009	2009
Short Stories German 1.1 Reader	Foreign Lang	2008	2009
Rethinking Globalization: Teaching for Justice	Social Science	2002	2008
Exploring Psychology	Social Science	2008	2009
World Literature - Revised	SE - Social Sci: History	2007	2008
United States Government	SE - Social Sci: Govern	2005	2008
Pacemaker World Literature	SE - Eng/Larg Art	2006	2009
Pacemaker Health	SE - Health	2005	2009

Textbook Adoption List (continued)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Learning About Our U.S. Economics	SE - Social Sci: Econ	1997	2009
Living in the United States	SE - Social Sci: History	2004	2009
Pacemaker American Literature	SE - Eng/Lang Art	2005	2009
Pacemaker Basic English Grammar - Revised	SE - Eng/Lang Art	2008	2009
Pacemaker Basic English - Revised	SE - Eng/Lang Art	2008	2009
AGS - Algebra - Revised	SE - Math: Algebra	2004	2009
AGS Pre-Algebra - Revised	SE - Math: Pre Algebra	2004	2009
McDougal Littell Literature-American Literature CA	English/Lang Art	2008	2010
McDougal Littell Literature-British Literature CA	English/Lang Art	2009	2010
Human Geography: People, Place, and Culture	Social Science	2009	2010
Last Lecture, The	English/Lang Art	2008	2010
Warriors Don't Cry	English/Lang Art	1994	2010
Dying To Cross	English/Lang Art	2005	2010