

Chalone High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Chalone High School
Street	690 Main Street
City, State, Zip	Soledad, CA 93960
Phone Number	831.678.6300
Principal	Jeff Lopez
E-mail Address	jlopez@soledad.k12.ca.us
CDS Code	27754402730216

District Contact Information	
District Name	Soledad Unified School District
Phone Number	831 678-6300
Web Site	www.soledad.k12.ca.us
Superintendent	Dr. Rupi Boyd
E-mail Address	rboyd@soledad.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

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

Chalone High School is an independent study alternative to traditional and continuation high schools. It is located at 690 Main Street in Soledad, California and shares a campus with Pinnacles Continuation High School, ROP and Soledad Adult School. Every attempt is made to present courses which are similar in content, academic standards, and rigor to those of our district's comprehensive high school. Chalone offers a program leading to the high school diploma. In addition, students have an opportunity to work while continuing their education. It also serves as a transition school for others forms of education such as G.E.D. preparation, attendance at a technical school, community college or university. Other students may go directly into the world of work. The program serves students in grades 9-adult.

Chalone's mission is to provide an alternative educational option for students to acquire knowledge and skills in a safe, disciplined and supportive environment and to develop responsibility for their lives and achieve success through education. The school also seeks to: 1) provide opportunities to correct academic deficiencies; 2) provide evidence of improved attitude and behavior; 3) encourage career options; and 4) provide an alternative educational schedule. Our goal is to keep students in school and to assist them to graduate. Credit requirements to earn a diploma are aligned with district graduation requirements.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

A parent /guardian must attend the initial enrollment conference at the school with their student. School Site Council meetings are held quarterly. An English Language Advisory Council (ELAC) is also held quarterly. Parents/Guardians are encouraged to request appointments with the counselor. Academic progress is shared through conferences, open houses by phone call and by mail. Student Study Team meetings are held by request of staff or parents/guardians. All parents are invited and encouraged to attend by formal written invitations and phone calls. Parents/Guardians are encouraged to visit the school and to become involved in all activities. Teachers send out mid-quarter progress reports. When students are falling behind, parents/guardians are asked to participate in a meeting with the counselor or principal to develop an academic improvement plan. All parents/guardians are encouraged to either call or email his or her child's teacher whenever they would like a progress report. Our community outreach advisor also makes home visits to check up on students and to assist families with information and referral to social service agencies. For more information on how you can be involved in Chalone High School, contact Denise Estrella at (831)678-6300.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	4	4	5	38	42	43	54	56	55
Mathematics				40	44	45	49	50	50
Science				45	49	52	57	60	59
History-Social Science	4	0	7	28	30	34	48	49	49

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	43	45	52	34
All Student at the School	5			7
Male				
Female	7			9
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	6			8
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	6			9
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts				43	36	46	59	56	57
Mathematics				31	40	48	56	58	60

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54	24	22	52	29	18
All Students at the School	0			0		
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	B	B	
Similar Schools	B	B	

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-81		
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School			3,437	748	4,655,989	790
Black or African American			11	742	296,463	708
American Indian or Alaska Native			8		30,394	743
Asian			25	705	406,527	906
Filipino			38	916	121,054	867
Hispanic or Latino			3,255	745	2,438,951	744
Native Hawaiian/Pacific Islander			4		25,351	774
White			83	805	1,200,127	853
Two or More Races			13	726	125,025	824
Socioeconomically Disadvantaged			3,155	744	2,774,640	743
English Learners			2,008	716	1,482,316	721
Students with Disabilities			397	561	527,476	615

Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	55.6

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 10	2
Grade 11	6
Grade 12	29
Total Enrollment	37

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	5.4
American Indian or Alaska Native	0.0	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	83.8
Filipino	0.0	English Learners	45.9
Hispanic or Latino	94.6	Students with Disabilities	8.1
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	38	0	0	1				6	8			
Mathematics	17	1	0	0				6	8			
Science	0	0	0	0				3	5			
Social Science	76	0	0	1				5	8			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Schools have developed comprehensive safety plans that meet state requirements. The plans include procedures for handling disasters, safe entry and exit of students, serious disciplinary problems, sexual harassment, child abuse reporting and school dress codes. Schools have revised, as an on-going process, their comprehensive safety plans, to meet state requirements. Staff is provided on-going training and information about current health or safety threats and revised emergency procedures as necessary. Parents/guardians are sent updated information on how to plan and prepare for an emergency and are invited to training and workshops related to disaster preparedness and safety. The administration conducts monthly school walk-throughs to look for and to mitigate safety hazards and to resolve repair issues.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	3.77	51.00	76.93	10.48	12.00	11.63
Expulsions	0	0	0	0.13	1.00	.17

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

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

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

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Chalone High School was moved to a new facility in January, 1995. It consists of two joined classrooms and an office. A basketball/volleyball court is adjacent to the classrooms for use in physical education classes. On the same site is an adult education classroom, two Pinnacles High School classrooms, a Special Education classroom, the Work Experience program and an ROP classroom. Two student restrooms and one staff restroom are in good working condition.

The facility is clean. The students take pride in the building as is evidenced by the lack of graffiti in and around the facility. Chalone High School is a safe school. The school has maintained a good working relationship with the police department in Soledad and their response to any emergency is immediate.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure sufficient service and that emergency repairs are given the highest priority. Custodial staff is assigned to clean the school daily and any concerns are addressed in a timely manner.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems.

The school buildings, grounds and restrooms are well maintained and fully functional. In Summer, 2005 the entire school was painted and installations were new linoleum in the staff bathroom, new carpets in Rooms 5 and 6 and a new phone system. In Summer, 2006 three new benches were added to the student outside eating area. In Fall, 2007 an outside wall was repaired by the girl's bathroom. In Winter, 2007 the school's roof was re-tarred to protect classrooms from leaks during the rains. In Fall, 2008 we purchased a shade structure to shelter students in the outside eating area. In Summer, 2009 a Promethean interactive white board was installed in one classroom.

The district has been researching the purchase of land and other options to expand the school site, as an increase in classroom and office space is needed.

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

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

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: July 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	None
Interior: Interior Surfaces	[]	[X]	[]	None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	None
Electrical: Electrical	[]	[X]	[]	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Girls RR - Faucet leaking - Repaired 8/13
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	None
Structural: Structural Damage, Roofs	[X]	[]	[]	Boys RR - Baseboard broken - Replaced 8/13
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	None

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	3	2	2	212
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.3	1.7
High-Poverty Schools in District	98.3	1.7
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.25	20
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0.125	---
Library Media Services Staff (Paraprofessional)	0.69	---
Psychologist	0.33	---
Social Worker		---
Nurse	0.125	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0.33	---
Other	0.25	---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 9, 2013

Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0
Mathematics	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0
Science	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0
History-Social Science	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0
Foreign Language	On-Going -Students who need Foreign Language classes are enrolled as concurrent students in the local Hartnell College foreign language classes.	Yes	0
Health	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0
Visual and Performing Arts	Teachers assign art credits for specific art projects and students can create their own projects through their choice of mediums such as painting, poetry, songs, arts and crafts and silk painting.	Yes	0
Science Laboratory Equipment (grades 9-12)	Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.	Yes	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,998	\$1,955	\$8,043	\$66,938
District	---	---	\$4,570	\$61,090
Percent Difference: School Site and District	---	---	76%	11%
State	---	---	\$5,537	\$63,166
Percent Difference: School Site and State	---	---	N/A	-1%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

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

The district's general fund includes monies for:

1. General operations—services, materials and support for general education
2. Special Education—programs offering appropriate, individualized education to students with special needs
3. Gifted and talented education—specialized learning assistance for students with high ability, achievement or potential
4. Special projects—monies from federal, state and local agencies for specific services
5. Transportation
6. Maintenance and operation
7. District administration

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,047	\$38,578
Mid-Range Teacher Salary	\$60,366	\$59,799
Highest Teacher Salary	\$88,134	\$78,044
Average Principal Salary (Elementary)	\$91,008	\$95,442
Average Principal Salary (Middle)	\$99,965	\$98,080
Average Principal Salary (High)	\$101,579	\$106,787
Superintendent Salary	\$130,000	\$150,595
Percent of Budget for Teacher Salaries	38.1%	37.1%
Percent of Budget for Administrative Salaries	4.8%	5.9%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

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

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	7.60	8.40	9.70	7.60	8.40	9.70	16.60	14.70	13.10
Graduation Rate				88.71	85.39	79.22	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	20	257	418,598
Black or African American		1	28,078
American Indian or Alaska Native			3,123
Asian		4	41,700
Filipino		4	12,745
Hispanic or Latino	19	237	193,516
Native Hawaiian/Pacific Islander		1	2,585
White	1	10	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	16	232	217,915
English Learners	11	123	93,297
Students with Disabilities	2	22	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

CTE courses offered through the school include: ROP Office Careers, ROP Certified Nursing Assistant, ROP Vocational Nursing, ROP Medical Assisting, ROP Dental Assistant and ROP Pharmacy Technician. Additionally students are routed to CTE classes offered at Soledad High School (next door) which include: ROP Floristry, ROP Veterinary Science, ROP Restaurant Mangement I and II and ROP Small Business Ownership (Virtual Ent.). Classes are part of a comprehensive effort to sequence students through to a capstone effort.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	5
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	74.2
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Staff development is provided on four district-wide buy-back days. Content is consistent with the district intervention plan. Teachers are setting higher expectations and outcomes. Professional development focuses upon the transition to the Common Core State Standards. Teachers participate in writing performance assessment focused upon student writing in response to literature. Friendly collaboration with all staff is a definite advantage at our school site to ensure the success of all our pupils. On-going staff development is furthered through monthly staff meetings and occasional release days which address the ongoing training in the DataWorks model of Explicit Direct Instruction.