

# Creekside Oaks Elementary School

2030 First Street • Lincoln, CA 95648 • (916) 645-6380 • Grades K-5

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## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### **Western Placer Unified School District**

600 Sixth Street Suite 400  
Lincoln, CA 95648  
(916)645-6350  
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### **District Governing Board**

Paul Carras  
Brian Haley  
Kris Wyatt  
Damian Armitage  
Paul Long

### **District Administration**

Scott Leaman  
**Superintendent**

Mary Boyle  
**Deputy Superintendent**

Audrey Kilpatrick  
**Assistant Superintendent  
Business Services**

Ryan Davis  
**Assistant Superintendent Human  
Resources**

### **About the SARC**

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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (916) 645-6380.

### **School Description**

Creekside Oaks Elementary is located in the center of Lincoln, California. It is an established school with successful programs that meet the needs of all students. Our Mission Statement is: Creekside Oaks is a school in which staff, families, community, and students work together to promote responsibility, personal integrity, and an enthusiasm for learning. Families and staff collaborate to create a nurturing, academic climate that will instill in children a life-long love of learning. The entire COES staff works together as a team with parents in a positive, productive, and professional manner to benefit students.

### **Opportunities for Parental Involvement**

Parent involvement is an integral part of any school community. We encourage parents to volunteer at our school as much as they desire. We also have opportunities for parents to participate in our Parent Teacher Organization (PTO). Our PTO provides support to our classroom and school and provides activities for the family to bring our school community closer together. You can find out more about volunteer opportunities or helping in our Parent Teacher Organization by contacting the PTO President, Holly Fugit or the school office at (916) 645-6380.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	87
Gr. 1	96
Gr. 2	86
Gr. 3	97
Gr. 4	104
Gr. 5	95
<b>Total</b>	<b>565</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
<b>Black or African American</b>	2.5
<b>American Indian or Alaska Native</b>	0.7
<b>Asian</b>	2.1
<b>Filipino</b>	2.7
<b>Hispanic or Latino</b>	39.5
<b>Native Hawaiian/Pacific Islander</b>	0.2
<b>White</b>	48.1
<b>Two or More Races</b>	4.1
<b>Socioeconomically Disadvantaged</b>	47.6
<b>English Learners</b>	18.6
<b>Students with Disabilities</b>	11.2

Average Class Size and Class Size Distribution												
Average Class Size		Number of Classrooms*										
		1-20			21-32			33+				
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.		21.2	22		5			0	4			0
Gr. 1		26.5	24		0			4	4			0
Gr. 2		23.6	28		0			5	3			0
Gr. 3		26.8	19		0	2		4	3			0
Gr. 4		31.3	20		0	2		3	3			0
Gr. 5		28	24		0	1		3	3			0
Other		0			3			0				0

\* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
<b>Suspensions Rate</b>	2.58	2.70	2.49
<b>Expulsions Rate</b>	0	0	0
Districtwide	10-11	11-12	12-13
<b>Suspensions Rate</b>	7.23	14.32	14.46
<b>Expulsions Rate</b>	0.31	.37	.53

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### School Safety Plan

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.

Creekside Oaks is a school where students can excel academically and can find a safe and comfortable place to learn. Students focus on being safe, respectful, responsible, and unified. They are expected to demonstrate these characteristics in all their interactions throughout each school day. Students develop these characteristics by the way they treat themselves and each other. Teachers demonstrate these characteristics by the way they treat students and how they interact with parents and other staff members. Teachers also utilize Love and Logic strategies to create a positive learning environment and promote student responsibility of their own behavior. Creekside Oaks is a school community that prides itself on working together and collaborating to help students have a positive learning experience.

Creekside Oaks has a school safety plan that outlines how to assure that students will be safe and comfortable while on campus. It also includes procedures to keep students safe during emergency situations. The plan is updated and revised every year through our School Site Council to accommodate any improvements that need to be made.

### 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
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** 12/20/2013

The school and grounds are in good condition. The exterior siding on 4 portable classrooms is scheduled for replacement summer 2014.

### 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 Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	N/A
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	Several skunks were removed from the campus by maintenance dept.
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	N/A
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	"The siding on 4 portable classrooms are scheduled for replacement "T-111" siding, summer 2014
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	N/A
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
<b>Fully Credentialed</b>	34	31	28
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area</b>	0	0	0
Districtwide	10-11	11-12	12-13
<b>Fully Credentialed</b>	◆	◆	297
<b>Without Full Credential</b>	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

### 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.

Western Placer Unified School District generally provides three Staff Development Days each year to all teachers. However, for two of the last three years, one Staff Development Day was taken as a furlough day due to budget restrictions. Additionally, the district sponsors many opportunities for staff development credit, both during the school day and after hours for Staff Development Buyback and/or local units of credit.

### Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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* webpage at: [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/)

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	96.0	4.0
Districtwide		
<b>All Schools</b>	92.6	7.4
<b>High-Poverty Schools</b>	92.0	8.0
<b>Low-Poverty Schools</b>	92.9	7.1

\* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.6
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* 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.

### 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.

Creekside Oaks Elementary qualifies for categorical funding through Title 1, EIA, and SLIG. This additional funding allows Creekside Oaks to support students of differing needs and circumstances.

### 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 instructional 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: September 2013

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
<b>School Site</b>	\$13,775	\$2,196	\$6,296	\$62,569
<b>District</b>	♦	♦	\$6,369	\$65,417
<b>State</b>	♦	♦	\$5,537	\$67,106
<b>Percent Difference: School Site/District</b>			-1%	-1%
<b>Percent Difference: School Site/ State</b>			15%	-6%

\* **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 webpage at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](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: [www.ed-data.org](http://www.ed-data.org).

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$34,011	\$40,928
<b>Mid-Range Teacher Salary</b>	\$63,729	\$64,449
<b>Highest Teacher Salary</b>	\$83,804	\$82,826
<b>Average Principal Salary (ES)</b>	\$99,585	\$102,640
<b>Average Principal Salary (MS)</b>	\$103,020	\$109,253
<b>Average Principal Salary (HS)</b>	\$114,664	\$118,527
<b>Superintendent Salary</b>	\$156,004	\$183,968
Percent of District Budget		
<b>Teacher Salaries</b>	42.2%	39.7%
<b>Administrative Salaries</b>	5.6%	5.8%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Textbooks and Instructional Materials**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0</p>	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & corrective Reading 2002; Medallions 2010
<p><b>Mathematics</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0</p>	Harcourt School Publishers CA HSP Math 2009
<p><b>Science</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0</p>	FOSS Science 2008
<p><b>History-Social Science</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0</p>	Scott Foresmann: History Social Science for CA 2006
<p><b>Foreign Language</b>                      The textbooks listed are from most recent adoption:                      Percent of students lacking their own assigned textbook: N/A</p>	N/A
<p><b>Health</b>                      The textbooks listed are from most recent adoption:                      Percent of students lacking their own assigned textbook: N/A</p>	N/A
<p><b>Visual and Performing Arts</b>                      The textbooks listed are from most recent adoption:                      Percent of students lacking their own assigned textbook: N/A</p>	N/A
<p><b>Science Laboratory Equipment</b>                      The textbooks listed are from most recent adoption:                      Percent of students lacking their own assigned textbook: N/A</p>	N/A

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.

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 (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) 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 [star.cde.ca.gov](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	54	59	54	59	62	58	54	56	55
Math	57	63	56	51	51	48	49	50	50
Science	46	51	63	62	63	60	57	60	59
H-SS				46	50	46	48	49	49

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	58	48	60	46
All Student at the School	54	56	63	
Male	50	59	67	
Female	59	53	60	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	45	45	53	
Native Hawaiian/Pacific Islander				
White	61	65	65	
Two or More Races	54	38		
Socioeconomically Disadvantaged	45	44	59	
English Learners	33	40	24	
Students with Disabilities	47	46		
Students Receiving Migrant Education Services				

#### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.7	27.5	24.5

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](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.

### 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 webpage at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	4	25	-22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-9	53	-31
Native Hawaiian/Pacific Islander			
White	7	13	-7
Two or More Races			
Socioeconomically Disadvantaged	10	21	-22
English Learners	-8	56	-47
Students with Disabilities			

### 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	5	5	5
Similar Schools	2	2	3

### 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 webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	36%	

### API 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 (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students API-G	351 794	4,827 816	4,655,989 790
Black or African American	Students API-G	8 764	74 764	296,463 708
American Indian or Alaska Native	Students API-G	4 778	61 778	30,394 743
Asian	Students API-G	8 882	183 882	406,527 906
Filipino	Students API-G	5 871	127 871	121,054 867
Hispanic or Latino	Students API-G	148 752	1,382 767	2,438,951 744
Native Hawaiian/Pacific Islander	Students API-G	1 758	29 758	25,351 774
White	Students API-G	166 835	2,797 836	1,200,127 853
Two or More Races	Students API-G	11 739	174 819	125,025 824
Socioeconomically Disadvantaged	Students API-G	188 753	1,664 751	2,774,640 743
English Learners	Students API-G	86 705	704 711	1,482,316 721
Students with Disabilities	Students API-G	66 696	658 646	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)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

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

## 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 webpage at [www.universityofcalifornia.edu/admissions/](http://www.universityofcalifornia.edu/admissions/). (Outside source)

### 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 webpage at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml). (Outside source)

### Completion of High School Graduation Requirements

This table displays, by student group, the 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students		322	
Black or African American		6	
American Indian or Alaska Native		2	
Asian		11	
Filipino		7	
Hispanic or Latino		73	
Native Hawaiian/Pacific Islander		2	
White		217	
Two or More Races		4	
Socioeconomically Disadvantaged		96	
English Learners		31	
Students with Disabilities		23	

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)	7.20	5.40	5.40
Graduation Rate	92.62	91.64	94.40
Districtwide			
Dropout Rate (1-year)	N/A	N/A	N/A
Graduation Rate	85.68	87.06	85.79
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### 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 ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at [cahsee.cde.ca.gov/](http://cahsee.cde.ca.gov/).

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
Schoolwide			
English-Language Arts	86	87	91
Mathematics	86	85	94
Districtwide			
English-Language Arts			
Mathematics			
Statewide			
English-Language Arts			
Mathematics			

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	4	---
Mathematics	4	---
Science	5	---
Social Science	3	---
All courses	18	

\* Where there are student course enrollments.



**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	9%	91%		4%	96%	
All Students at the School						
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						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	343
Percent of pupils completing a CTE program and earning a high school diploma	7%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	40%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	67.6%
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	34.8%

**Career Technical Education Programs**

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