

WINTERS HIGH SCHOOL

School Accountability Report Card Reported for School Year 2007-08 *Published During 2008-09*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Winters High School	District Name	Winters Joint Unified School District
Street	101 Grant Avenue	Phone Number	(530) 795-6100
City, State, Zip	Winters, CA 95694	Web Site	www.wintersjUSD.org
Phone Number	(530) 795-6140	Superintendent	Pat H. Lewis, Ed.D., Interim Superintendent
Principal	George Griffin	E-mail Address	plewis@wintersjUSD.org
E-mail Address	ggriffin@wintersjUSD.org	CDS Code	57-72702-5738505

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

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

Winters High School is the only comprehensive secondary school serving grades 9 through 12 in the Winters Joint Unified School District. Enrollment in the regular program as reported to CBEDS for the 2007/08 school year was 587 students, a significant decrease from the prior year. This number includes our Independent Study program, which has seen significant decline over the past three years. There have been a no new houses built recently, and, although more development is approved, no growth is projected for the next few years. The expected enrollment for 2008/09 is approximately 585 students in the regular program.

The instructional program at Winters High School has changed with the times. In 1998/99 a new schedule was instituted wherein students can take up to eight classes of 90 minutes each over a two day cycle. This block schedule has allowed our teachers to employ more diverse instructional strategies, particularly those which allow students to apply learning in more meaningful ways within the instructional period. In addition, all seniors are required to do a culminating project as a graduation requirement. Each student identifies an area of interest to pursue, and with the guidance of an advisor and a mentor, creates a Senior Project including a portfolio, product and presentation.

Winters High School successfully completed the WASC Accreditation process during 2005-06. As part of the self study, Winters High School established WHAM, or Winters High Achievement Model, which are as follows:

Winters High School prepares its students to be:
Independent, Self-directed Learners
Effective Problem Solvers
Effective Communicators
Effective Citizens

We believe that our progress toward helping students to achieve all of these components will prepare them for life in the 21st Century.

Winters High School is truly a dynamic place where student learning is the focus. We have implemented standards based instruction and grading, built upon the state adopted curricular standards for all subjects. We are striving to bring all students' academic performance up to these standards, and our students and staff are working together to meet the new expectations. We still face many challenges in meeting all of our goals, but with our small town attitude of mutual support and the help of our community, we are well on our way.

Mission Statement

Winters High School students' learning with challenges, cultural respect, and a safe, consistent environment.

Winters High School students are ready to face the future as collaborative, productive citizens, and competent, independent, critical thinkers.

Opportunities for Parental Involvement (School Year 2007-08)

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

Parents serve on the WHS School Site Council and the English Learners Advisory Committee. In addition, there are a number of parent organizations that support the programs at Winters High School, including the WHS All Sports Boosters and the Winters Music Boosters organizations.

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

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

Grade Level	Number of Students
Grade 9	153
Grade 10	155
156	156
Grade 12	123
Total	587

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.85%	White (not Hispanic)	45.66%
American Indian or Alaska Native	0.17%	Multiple or No Response	0.85%
Asian	1.53%	Socioeconomically Disadvantaged	42%
Filipino	.51%	English Learners	19%
Hispanic or Latino	50.26%	Students with Disabilities	9%
Pacific Islander	0.17%		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			Avg. Class Size	2006-07			Avg. Class Size	2007-08		
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms	
		1-22	23-32			33+	1-22			23-32	33+
English	21.7	22	11	20.1	26	8	1	19.5	21	3	
Mathematics	21.6	14	14	22.2	18	15		22.3	13	17	
Science	22.7	14	12	24.2	8	15	1	24.1	7	15	1
Social Science	26.3	2	24	25.9	4	23		26.3	3	22	

III. School Climate

School Safety Plan (School Year 2007-08)

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

Winters High School maintains student safety as our first priority. Teachers are familiar with emergency procedures and administration handles emergency situations with the philosophy of removing any threat to the student safety while handling the problem with the lowest possible interruption to the climate and learning process.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	8.4	10.1	9.9	15.5	13.5	11.4
Expulsions	0.1	1.3	0.3	0.3	0.9	0.2

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Winters High School enjoys a safe environment from a facilities standpoint. The District maintenance staff and the school custodians work diligently to maintain the campus and to address any safety concerns as they may arise. Winters High School is fortunate to have a dedicated custodial crew that keeps the school clean on a daily basis, and restrooms are cleaned 2-3 times per day. As almost all public schools in California, we would benefit from additional modern facilities for instructional purposes, particularly in the areas of technology, industrial arts, and science. We are, however, able to provide classrooms for all of our students with very low class size averages compared to other secondary programs.

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

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

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

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	39	34	32	99
Without Full Credential	1	2	2	4
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	6	6	0
Total Teacher Misassignments	6	6	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.00	0.0
All Schools in District	97.2	2.8

VI. Support Staff

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	293
Library Media Teacher (Librarian)	1.0	n/a
Psychologist	.40	n/a
Nurse	.40	n/a
Speech/Language/Hearing Specialist	.20	n/a
Resource Specialist (non-teaching)	.50	n/a

VII. Curriculum and Instructional Materials

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Holt – texts are in good condition	0%
Mathematics	Prentice Hall – texts are in good condition	0%
Science	Glencoe – texts are in good condition	0%
History-Social Science	McDougal Littell – texts are in good condition	0%
Foreign Language	EMC Paradigm – texts are in good condition	0%
Health	Good teacher created materials	0%
Science Laboratory Equipment (grades 9-12)	Adequate in quality and quantity	0%

VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,345	\$1,381	\$4,964	\$54,818
District	n/a	n/a	\$5,787	\$53,902
Percent Difference – School Site and District	n/a	n/a	-14.22%	+1.69%
State	n/a	n/a	\$5,300	\$59,271
Percent Difference – School Site and State	n/a	n/a	-6.33%	-7.51%

Types of Services Funded (Fiscal Year 2007-08)

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

Winters High School offers a wide range of services funded from a variety of sources. In addition to the regular programs, special education, English Language Development, after school tutorial and remediation, Language Lab support for struggling readers, and class size reduction in ninth and tenth grade English and ninth grade mathematics are provided to help ensure student success, in addition to intervention classes in those subjects. WHS also offers seven AP courses to challenge students. In addition, a full range of co-curricular and extracurricular programs are available including band, choir, FFA, various clubs and interscholastic athletics.

These services are provided by a number of different sources including general fund, categorical programs, state and federal CSR, and other local resources.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at

<http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,102	\$37,916
Mid-Range Teacher Salary	\$52,862	\$58,151
Highest Teacher Salary	\$73,727	\$75,396
Average Principal Salary (Elementary)	\$85,005	\$91,086
Average Principal Salary (Middle)	\$88,547	\$95,220
Average Principal Salary (High)	\$100,178	\$101,661
Superintendent Salary	\$117,453	\$136,091
Percent of Budget for Teacher Salaries	41.6%	38.5%
Percent of Budget for Administrative Salaries	6.3%	5.8%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	39	39	39	37	37	40	42	43	46
Mathematics	30	27	18	40	36	37	40	40	43
Science	42	42	47	38	45	51	35	38	46
History-Social Science	40	40	39	35	36	38	33	33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Hispanic or Latino	24	12	27	26
White (not Hispanic)	56	25	73	53
Male	36	18	47	45
Female	42	18	47	45
Economically Disadvantaged	22	13	26	
English Learners	1	5	8	11
Students with Disabilities	5	3	*	
Students Receiving Migrant Education Services	12	8	17	20

**Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	50.0	50.3	56.2	49.6	47.5	52.9	51.1	48.6	52.9
Mathematics	50.0	55.7	56.5	48.6	53.1	54.2	46.8	49.9	51.3

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	43.8	43.2	13.0	43.5	36.7	19.7
Hispanic or Latino	61.0	32.5	6.5	57.7	37.2	5.1
White (not Hispanic)	23.4	54.7	21.9	26.6	35.9	37.5
Male	48.2	41.0	10.8	41.7	39.3	19.0
Female	38.1	46.0	15.9	46.0	33.3	20.6
Economically Disadvantaged	62.3	29.0	8.7	59.4	33.3	7.2
English Learners	63.8	31.9	4.3	57.4	38.3	4.3
Students with Disabilities	84.6	15.4	0.0	100.0	0.0	0.0
Students Receiving Migrant Education Services	64.7	35.3	0.0	52.9	41.2	5.9

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

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones
9	50.8

X. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	5	6	7
Similar Schools	9	6	8

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	0	29	9	738
Hispanic or Latino	-5	24	18	680
White (not Hispanic)	3	42	7	806
Socioeconomically Disadvantaged	14	15	25	673
English Learners	4	30	34	648

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

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

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	-	2004-2005
Year in Program Improvement	-	Year 3
Number of Schools Currently in Program Improvement	n/a	2
Percent of Schools Currently in Program Improvement	n/a	40.0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

[Dropout Rate and Graduation Rate](#)

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	1.9	1.5	1.6	2.1	1.5	2.2	3.1	3.5	4.4
Graduation Rate	90.7	89.3	95.4	91.7	90.8	94.5	85.0	83.0	79.5

[Completion of High School Graduation Requirements](#)

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group Graduating Class of 2008	School
All Students	97%
Asian	2%
Filipino	2%
Hispanic or Latino	47%
White (not Hispanic)	52%
English Learners	11%

[Career Technical Education Programs \(School Year 2007-08\)](#)

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

WHS offers CTE programs in the areas of Agriculture and Industrial Arts, Computer education, and Food Service. All programs include a capstone ROC/P course.

[Career Technical Education Participation \(School Year 2007-08\)](#)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	177

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

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	53.5
Graduates Who Completed All Courses Required for UC/CSU Admission	7.2

Advanced Placement Courses (School Year 2007-08)

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

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	2	8%
Fine and Performing Arts	1	1%
Foreign Language	1	4%
Mathematics	1	1%
Science	2	3%
All courses	7	18%

XII. Instructional Planning and Scheduling

Professional Development

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

There are no schools days dedicated to staff development, but there are two Staff Development Buy Back days conducted each year. In addition to the two days, our instructional schedule includes longer days M,T, Th, F in order to provide early release on each Wednesday for the purpose of staff development and teacher collaboration. Each summer the site leadership team reviews data and determines the appropriate topics for staff development to best address the needs of the students and staff. For the past three years these topics have focused on instructional strategies to help English Language Learners and other struggling students in core academic courses.