

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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 California Department of Education (CDE) 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 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. 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 2010-11)

This section provides the school's contact information.

| School | | District | |
|-------------------------|----------------------------------|-----------------------|-----------------------------------|
| School Name | Pioneer Continuation High School | District Name | Shasta Union High School District |
| Street | 2650 Eighth St. | Phone Number | 530-243-1880 |
| City, State, Zip | Redding CA 96001 | Web Site | www.suhsd.net |
| Phone Number | 530-243-1880 | Superintendent | Jim Cloney |
| Principal | Elsbeth Prigmore | E-mail Address | jcloney@suhsd.net |
| E-mail Address | eprigmore@suhsd.net | CDS Code | 45-70136-4530200 |

School Description and Mission Statement (School Year 2009-10)

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

Pioneer High School houses approximately 160 students who are at least sixteen years of age or older and are at-risk of not graduating on time due to credit deficiency, behavior issues or both. Pioneer High School, established in 1967, is the oldest continuation high school in the Redding area. We offer a core curriculum that matches the comprehensive high schools and our students have the advantage of small class sizes as well as multiple support services. Students have an opportunity to earn accelerated credits as well as participate in CTE and other work experience opportunities. Students are enrolled for five periods daily and may also enroll in on-line courses as well as concurrent adult education courses to further accelerate the completion of 230 credits, Algebra 1 state requirements and CAHSEE requirements. The school calendar is divided into 6 grading sessions over the course of the year. The campus is closed, however, students can earn the privilege of going off campus at lunch time if they earn required credits, demonstrate good attendance and do not acquire any referrals regarding behavior issues.

Approximately 85-90% of the students at Pioneer Continuation High School are credit deficient. Quite often students enroll as Seniors with a significant lack of credits in the courses of Math, English and Social Science. Sometimes the biggest barrier to student achievement is an attitude where students either believe they can't or aren't willing to succeed (for a variety of reasons). We focus on removing the obstacles that get in the way of student learning and develop Individual Graduation and Beyond Plans. The challenge is to prepare these students for the next phase of life. If they are not able to obtain a diploma at Pioneer (because it's mathematically impossible), we counsel them for the next step at Shasta Adult School or the GED process. The goals for all students are to prepare them for one of five next steps in life: (1) Post Graduate Education; (2) Trade School; (3) Certification or an Apprentice Program; (4) Military or (5) the Work Force. The academic instructional focus is geared toward state standards and our Expected School wide Learning Results (ESLR's). Pioneer students must meet all district and state standards in order to receive a diploma. Student performance is directly linked to teacher competency. As certificated openings occur in settings with low performing students, it's imperative to recruit the best teachers to work with the students with the greatest needs.

Opportunities for Parental Involvement (School Year 2009-10)

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

Pioneer High School has an open door policy for parental involvement. Parents are required to be present at the intake process during registration. Parents and community members are invited to attend all site council meetings which are held regularly throughout the school year. Community members, parents and graduates are also invited frequently as guest speakers and evaluators for the annual Career Week Faire. Parents also participate in the Parent Survey sent out annually. Additionally, parents and community members are invited to participate in our many social functions such as holiday dinners and open house barbecues. Newsletters and all call messages through our SchoolMessenger system are utilized as well.

Student Enrollment by Grade Level (School Year 2009-10)

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 7 |
| Grade 10 | 13 |
| Grade 11 | 60 |
| Grade 12 | 96 |
| Total Enrollment | 176 |

Student Enrollment by Group (School Year 2009-10)

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 |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 2 | White | 75 |
| American Indian or Alaska Native | 7 | Two or More Races | |
| Asian | 2.27 | Socioeconomically Disadvantaged | 75 |
| Filipino | | English Learners | 2 |
| Hispanic or Latino | 9 | Students with Disabilities | 33 |
| Native Hawaiian/Pacific Islander | | | |

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 | 2007-08 | | | | Avg. Class Size | 2008-09 | | | Avg. Class Size | 2009-10 | | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|-----------------|----------------------|-------|-----------------|-----------------|----------------------|------|-------|-----|
| | 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 | 19.5 | 6 | 0 | 0 | 21.8 | 5 | 2 | 1 | 15 | 6 | 0 | 0 | | |
| Mathematics | 18.5 | 5 | 1 | 0 | 16.0 | 6 | 0 | 0 | 9 | 7 | 0 | 0 | | |
| Science | 19.8 | 4 | 0 | 0 | 17.8 | 4 | 0 | 0 | 11 | 5 | 0 | 0 | | |
| Social Science | 0 | 0 | 0 | 0 | 23.0 | 0 | 2 | 0 | 11 | 5 | 0 | 0 | | |

III. School Climate

School Safety Plan (School Year 2009-10)

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

The school safety committee meets approximately six times a year, sometimes monthly. The last meeting of the year was in May 2010. The committee monitors the school site safety plan, coordinates lock down and evacuation drills, and implements needed changes. Our head maintenance employee coordinates items related to safety on the job. Our site has consistently managed to have zero or limited claims due to accidents. Pioneer High School employs a school safety officer who is charged with patrolling the school grounds and monitoring student safety. The officer monitors the facility for safety as well as the students and control access of any unauthorized visitors to the campus. There is also a School Resource Officer from the Redding Police Department, who is shared among bordering campus sites to Pioneer, available on a daily basis.

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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspensions | 8.4 | 24.4 | 31.8 | 5.7 | 6.5 | 6.1 |
| Expulsions | 0.6 | 1.5 | 2.3 | 0.5 | 0.4 | 0.5 |

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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.

Part of the campus is in good condition and part of the campus has qualified for modernization funds. The principal has been meeting with the architect on a regular basis to prepare building plans for submission to DSA. Several rooms need HVAC/swamp cooler and boiler repairs or replacement. Renovation to those classrooms is planned for the spring of 2010.

School Facility Good Repair Status (School Year 2010-11)

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

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [] | [X] | [] | [] | |
| Interior: Interior Surfaces | [] | [X] | [] | [] | RENOVATION WILL BE DONE AS FUNDS ARE MADE AVAILABLE |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [] | [X] | [] | [] | |
| Electrical: Electrical | [] | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [] | [X] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [] | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [] | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [X] | [] | [] | RENOVATION WILL BE DONE AS FUNDS ARE MADE AVAILABLE |

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|------------------|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Overall Rating | [] | [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 CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2007-08 | 2008-09 | 2009-10 | 2009-10 |
| With Full Credential | 7 | 6 | 9 | 229 |
| Without Full Credential | 1 | 1 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 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 | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality 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 | Non-NCLB Compliant Teachers |
| This School | 100 | 0 |
| All Schools in District | 100 | 0 |
| High-Poverty Schools in District | 100 | 0 |
| Low-Poverty Schools in District | 100 | 0 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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 | .3 | 176 |
| Counselor (Social/Behavioral or Career Development) | | --- |
| Library Media Teacher (Librarian) | | --- |
| Library Media Services Staff (paraprofessional) | | --- |
| Psychologist | | --- |
| Social Worker | | --- |
| Nurse | | --- |
| Speech/Language/Hearing Specialist | | --- |
| Resource Specialist (non-teaching) | | --- |
| Other | | --- |

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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 | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|-----------------------|---|---|--|
| Reading/Language Arts | English 1: Pearson Literature for California Grade 9 © 2010 English 2: Pearson Literature for California Grade 10 © 2010 English 3: The American Experience © 2002 English 4: The British Tradition © 2002 | 0 | Yes |
| Mathematics | Algebra 1: Algebra 1 (Prentice Hall) © 2007 CP Geometry: Holt California Geometry (Holt, Rinehart & Winston) © 2008 Geometry: Geometry: Concepts & Skills (McDougal Littell) © 2005 Algebra 2: Holt California Algebra 2 (Holt, Rinehart & Winston) © 2008 Integrated Math 2: Integrated Math Book 2 (McDougal-Littell) © 2002 Trigonometry/Precalculus: Precalculus – Graphical, Numerical, Algebraic (Prentice Hall) © 2007 Calculus: Calculus: Graphical, Numerical, Algebraic (Prentice Hall) © 2007 Statistics: Elementary Statistics: A Step by Step Approach (Glencoe/McGraw Hill) © 2007 | 0 | Yes |

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|---|--|---|--|
| Science | Physical/Earth Science: Holt California Earth Science (Holt-McDougal) © 2007 Biology: Holt Biology (Holt, Rinehart & Winston) © 2006 Chemistry: CA Chemistry: Matter & Change (Glencoe-McGraw Hill) © 2007 Physics: Holt Physics (Holt, Rinehart & Winston) © 2006 | 0 | Yes |
| History-Social Science | Intro to Social Science: Sociology: The Study of Human Relationships (Holt, Rinehart & Winston) © 2005 Personal Growth: Health & Wellness (Glencoe/McGraw Hill) © 2005 World History: World History: Modern World (Prentice Hall) © 2007 U.S. History: The Americans: Reconstruction to the 21st Century (McDougal-Littell) 2006 Economics: Economics: Practices & Principles (Glencoe-McGraw Hill) © 2008 U.S. Government: Magruder's American Government (Prentice Hall) © 2009 | 0 | Yes |
| Foreign Language | Spanish: TPRS Instructional Materials (Blaine Ray Workshops) French: C'est a toi! (EMC/Paradigm) © 2002 American Sign Language: A Basic Course in ASL (TJ Publishers/Harris Communication) © 1994; Signing Naturally (DawnSign Press) | 0 | Yes |
| Health | Health & Wellness (Glencoe/McGraw Hill) © 2005 | 0 | Yes |
| Visual and Performing Arts | Art: Art Talk (Glencoe/McGraw Hill) © 2000; Creative Artist (North Light Books); Keys to Drawing (North Light Books) Music: Essential Elements for Choirs (Glencoe/McGraw Hill); Guitar Method Books (Mel Bay); The Enjoyment of Music (Peoples Publishing); Music! Its Role & Importance in Our Lives (Glencoe/McGraw Hill); Sight Singing (Masterworks Press); Exercises for Ensemble Drill(JW Pepper Music Co); Artistry of Fundamentals-Band) | 0 | Yes |
| Science Laboratory Equipment (grades 9-12) | All district science labs are fully equipped to teach students the standards-aligned science curricula. | 0 | Yes |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & 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 | \$8,840 | \$2,969 | \$5,871 | \$63,030 |
| District | --- | --- | \$5,937 | \$63,030 |
| State | --- | --- | \$5,681 | \$69,595 |
| Percent Difference: School Site and State | --- | --- | 7.7 | -7.6 |

Types of Services Funded (Fiscal Year 2009-10)

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

There is a full time substance abuse counselor available on campus. Additional counseling services are available one day a week through Northern Valley Catholic Social Services for Med-I-Cal eligible students. A part time teacher on assignment handles a substantial amount of the discipline and testing and assessment coordination. There is also a half time academic counselor who assists students with their course schedule and Individual Graduation and Beyond Plans. All staff members are trained in a common discipline approach which emphasizes appropriate social and emotional behavior. CAHSEE tutorial classes are offered for all students who have yet to pass the exit exam. All students complete Career Assessment inventories and participate in Career Week Faire activities.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & 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 | \$39,514 | \$43,096 |
| Mid-Range Teacher Salary | \$60,938 | \$70,018 |
| Highest Teacher Salary | \$79,206 | \$89,675 |
| Average Principal Salary (Middle) | N/A | \$122,408 |
| Average Principal Salary (High) | \$114,699 | \$128,615 |
| Superintendent Salary | \$176,139 | \$204,469 |
| Percent of Budget for Teacher Salaries | 33.9 | 37.5 |
| Percent of Budget for Administrative Salaries | 5.1 | 5.1 |

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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 | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | 6 | 7 | 7 | 59 | 62 | 62 | 46 | 50 | 52 |
| Mathematics | 0 | 2 | 2 | 34 | 36 | 36 | 43 | 46 | 48 |
| Science | 0 | 0 | 0 | 55 | 64 | 64 | 46 | 50 | 54 |
| History-Social Science | 9 | 8 | 8 | 45 | 52 | 52 | 36 | 41 | 44 |

Standardized Testing and Reporting 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 |
| All Students in the LEA | | | | |
| All Student at the School | | | | |
| Male | 6 | 3 | 0 | 12 |
| Female | 8 | 0 | * | 0 |
| Black or African American | * | * | | * |
| American Indian or Alaska Native | * | * | * | * |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 0 | * | * | 0 |
| Native Hawaiian/Pacific Islander | | | | |
| White | 9 | 3 | * | 9 |
| Two or More Races | * | * | * | * |
| Socioeconomically Disadvantaged | 6 | 3 | * | 8 |
| English Learners | * | | * | |
| Students with Disabilities | 3 | 8 | * | 6 |
| Students Receiving Migrant Education Services | | | | |

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 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 CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. 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 Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

| Subject | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | * | 30.8 | 27.3 | 64.6 | 68.9 | 69.2 | 52.9 | 52.0 | 54 |
| Mathematics | * | 0.0 | | 61.6 | 67.5 | 66.7 | 51.3 | 53.3 | 53.4 |

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

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

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 31.7 | 27.8 | 40.6 | 34.2 | 45.2 | 20.6 |
| All Students at the School | | | | | | |
| Male | 72.7 | 27.3 | 0.0 | * | * | * |
| 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 | * | * | * | * | * | * |

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE 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 ten 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 Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | | | |

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 CDE Academic Performance Index (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 | 2007 | 2008 | 2009 |
|-----------------|------|------|------|
| Statewide | B * | B * | B * |
| Similar Schools | B | B | B |

Academic Performance Index Growth 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 | | |
|----------------------------------|-------------------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 |
| All Students at the School | 21 | -55 | -36 |
| 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 | | | |

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

| Group | 2010 Growth API | | |
|----------------------------------|-----------------|-----|-------|
| | School | LEA | State |
| All Students at the School | 460 | 808 | 767 |
| Black or African American | | | 686 |
| American Indian or Alaska Native | | 753 | 728 |
| Asian | | 817 | 890 |
| Filipino | | | 851 |
| Hispanic or Latino | | 781 | 715 |
| Native Hawaiian/Pacific Islander | | | 753 |
| White | 468 | 815 | 838 |
| Two or More Races | | 757 | 808 |
| Socioeconomically Disadvantaged | 458 | 742 | 712 |
| English Learners | | | 692 |
| Students with Disabilities | | 530 | 580 |

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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 | No | No |
| Participation Rate: English-Language Arts | Yes | Yes |
| Participation Rate: Mathematics | Yes | Yes |
| Percent Proficient: English-Language Arts | Yes | No |
| Percent Proficient: Mathematics | No | No |
| API | No | Yes |
| Graduation Rate | Yes | Yes |

Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | --- | |
| Percent of Schools Currently in Program Improvement | --- | |

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 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 General Admissions Information Web page 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 page at <http://www.calstate.edu/SAS/admreq.shtml>.

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 are 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 CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| Dropout Rate (1-year) | 15 | 26 | 25 | 3 | 2 | 2 | 5 | 5 | 6 |
| Graduation Rate | 54 | 54 | 56 | 91 | 90 | 91 | 81 | 80 | 79 |

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met 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 2010 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 50 | 83.2 | 94.5 |
| Black or African American | 25 | 70 | 89.7 |
| American Indian or Alaska Native | | 74.2 | 95.3 |
| Asian | 100 | 94.8 | 97.4 |
| Filipino | | 88.9 | 98.2 |
| Hispanic or Latino | 80 | 81.8 | 91.6 |
| Native Hawaiian/Pacific Islander | | 50 | 95.2 |
| White | 49 | 83.1 | 98.1 |
| Socioeconomically Disadvantaged | 44.4 | 71.5 | 91.3 |
| English Learners | | 60 | 98.5 |
| Students with Disabilities | 58.3 | 39.4 | 53.4 |

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

The Shasta Union High School District offers Career and Technical Education (CTE) programs organized in sequences of courses designed to provide students with opportunities for enhanced learning experiences and preparation for productive employment. Courses in Agriculture; Business and Technology; Consumer and Family Sciences; Industrial Technology; and CTE are offered that satisfy the district's Practical Vocational Arts requirement for graduation. Work Experience Education offers a combination of classroom learning and on-the-job training to 11th and 12th grade students who are employed part-time. Many of the CTE courses are articulated with Shasta College and offer students an opportunity to earn college credit and to receive a strong experience and understanding of all aspects of the industry they may consider pursuing as a future career.

The district promotes, supports, and provides services that ensure all students have full and equitable participation in all CTE programs and courses. Support services are available for students with special needs. These services may include: guidance and counseling; assessment; transitional services; and modifications to and reasonable accommodations for curriculum, equipment, and facilities. These services are provided to ensure special needs students are recruited, enrolled, supported and successfully complete CTE courses and programs.

Career Technical Education Participation (School Year 2009-10)

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

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of pupils participating in CTE | 261 |
| % of pupils completing a CTE program and earning a high school diploma | 16.9 |
| % of CTE courses sequenced/articulated between the school/institutions of postsecondary education | 0 |

Courses for University of California and/or California State University Admission (School Year 2009-10)

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 CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| UC/CSU Course Measure | Percent |
|---|---------|
| Students Enrolled in Courses Required for UC/CSU Admission | 21.6 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | N/A |

Advanced Placement Courses (School Year 2009-10)

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 CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

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

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.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offered three 6 hour staff development days for the 2009-2010 school year where teachers were offered a broad based variety of professional growth opportunities in curriculum, teaching strategies and methodologies. Teachers in the Shasta Union High School District may utilize the PAR program to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies. Faculty members may also participate in the BTSA program where a facilitator works with beginning and veteran teachers to improve their skills focusing on the California Standards for the Teaching Profession. Two minimum day Mondays of each month are dedicated to staff development. The primary emphasis of the staff development is in the arena of school wide literacy and effective teaching strategies.