

Executive Summary School Accountability Report Card, 2010-11

For Pacific Collegiate School

Address: 255 Swift St, Santa Cruz, CA 95060
Principal: Archie Douglas

Phone: (831) 479-7785
Grade Span: 7-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

MISSION AND VISION

Pacific Collegiate School's mission is to provide exemplary, standards-based college preparatory and fine arts education for public middle and high school students of Santa Cruz County and bordering areas. Our vision is to offer any student the same quality of education offered by the most academically distinguished schools in California. Our graduates will be prepared to enter and thrive at the world's finest colleges and universities.

In addition to a core college preparatory curriculum, Pacific Collegiate School will emphasize international, cross-cultural, and technological education in order to prepare graduates for life in the 21st Century. Pacific Collegiate students will be introduced to the rich variety of world cultures and become fluent in at least one foreign language. They will become proficient in the basic information technologies essential for cultural literacy in the 21st Century.

Founded in 1999, PCS has earned many accolades over the years. These include rankings among the top 10 public schools in the nation by *U.S. News and World Report* and *Newsweek*, Blue Ribbon School status, recognition for having the top AP World History program in the country in 2007, and winning the California Charter School of the Year award in 2003. In 2011, PCS was also recognized as a California Distinguished School for the second time in its history.

Student Enrollment

Group	Enrollment
Number of students	480
Black or African American	1%
American Indian or Alaska Native	1%
Asian	10%
Filipino	1%
Hispanic or Latino	9%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	76%
Two or More Races	1%
Socioeconomically Disadvantaged	5.4%*
English Learners	0%
Students with Disabilities	4%

Teachers

Indicator	Teachers
Teachers with full credential	31
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

*Numbers are not accurate—the school does not have a free and reduced lunch program, and thus all information we have about this demographic has been volunteered.

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	93%
Mathematics	77%
Science	85%
History-Social Science	85%

Academic Progress²

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	935
Statewide Rank (from 2010 Base API Report)	10
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	10 of 10
2010–11 Program Improvement Status (PI Year)	Not receiving Title 1 Funds

School Facilities

Summary of Most Recent Site Inspection

The most recent site inspection was performed on 7/12/2011, and included an assessment of the systems, interior, cleanliness, electrical, restrooms/fountains, safety, and structural and external components of the school. In all areas, the school received a rating of "Good;" overall, the average percentage rating of the categories listed above was 97%.

Repairs Needed

Several fire extinguishers need to be checked on a more regular basis, and the fire extinguisher in the gym needs to be easy to access. There were also some broken lights in some of the common areas.

Corrective Actions Taken or Planned

The school and the district will work together to make all necessary repairs and ensure the safety of our students in the utmost.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	n/a
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7378
District	\$7378
State	\$5455

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Completion

Indicator	Result
Graduation Rate (if applicable)	100%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	100%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC 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

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Pacific Collegiate School	District Name	Pacific Collegiate
Street	PO Box 1701	Phone Number	(831) 479-7785
City, State, Zip	Santa Cruz, CA 95061	Web Site	www.pacificcollegiate.com
Phone Number	(831) 479-7785	Superintendent	Archie Douglas
Principal	Archie Douglas	E-mail Address	archie.douglas@pcsed.org
E-mail Address	archie.douglas@pcsed.org	CDS Code	44104474430252

School Description and Mission Statement (School Year 2010–11)

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

Pacific Collegiate School’s mission is to provide exemplary, standards- based college preparatory and fine arts education for public middle and high school students. Our vision is to offer any student the same quality of education offered by the most academically distinguished schools in California. Our graduates will be prepared to enter and thrive at the world’s finest colleges and universities.

In addition to a core college preparatory curriculum, Pacific Collegiate School will emphasize international, cross- cultural, and technological education in order to prepare graduates for life in the 21st Century. Pacific Collegiate students will be introduced to the rich variety of world cultures and become fluent in at least one foreign language. They will become proficient in the basic information technologies essential for cultural literacy in the 21st Century.

Founded in 1999, PCS has earned many accolades over the years. These include rankings among the top 10 public schools in the nation by *U.S. News and World Report* and *Newsweek*, Blue Ribbon School status, recognition for having the top AP World History program in the country in 2007, and winning the California Charter School of the Year award in 2003. In 2011, PCS was also recognized as a California Distinguished School for the second time in its history.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

PCS operates with a minimum of staff and spends its precious funds on academics to the greatest extent possible. This means that a variety of support and facilities items are minimally funded, with the expectation that parents will make up the difference. The truth is, without parent work, the school would fail. This is why the parent participation requirement is a part of the charter of the school, and why every parent is asked to perform a minimum of 40 hours of service work **each year that their son or daughter is enrolled at PCS.**

Parents help with a variety of duties at the school, ranging from facilities maintenance to office work to campus supervision. A number of duties can be performed off-campus or on the weekends, so that all parents can participate in this important part of our school’s culture.

Student Enrollment by Grade Level (School Year 2010-11)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	88
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	89
Grade 3	0	Grade 10	87
Grade 4	0	Grade 11	81
Grade 5	0	Grade 12	55
Grade 6	0	Ungraded Secondary	0
Grade 7	80	Total Enrollment	480

Student Enrollment by Group (School Year 2010-11)

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	1%	White	76%
American Indian or Alaska Native	1%	Two or More Races	1%
Asian	10%	Socioeconomically Disadvantaged	5.4%*
Filipino	1%	English Learners	0%
Hispanic or Latino	9%	Students with Disabilities	4%
Native Hawaiian/Pacific Islander	0%	*Numbers are not accurate—the school does not have a free and reduced lunch program, and thus all information we have about this demographic has been volunteered.	

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	2008–09				2009–10				2010-11			
	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	20	18	8	0	21	14	10	0	21	15	8	0
Mathematics	18	20	2	0	20	16	6	0	20	15	8	0
Science	20	15	5	0	21	12	6	0	21.5	12	9	0
Social Science	20	12	6	0	21	11	11	0	23	9	9	2

III. School Climate

School Safety Plan (School Year 2010-11)

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

CA EDUCATION CODE SECTION 47605(B)(5)(F): HEALTH AND SAFETY

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

Pacific Collegiate School shall comply with all provisions and procedures of Education Code 44237 and 45125.1, including the requirement that as a condition of employment each new employee, or as a condition of a contract, each contractor, must be fingerprinted for submission to the California Department of Justice for the purpose of obtaining a criminal record summary. To be admitted to the school, children must be fully immunized in accordance with law. Children shall be excluded from school or exempted from immunization only as allowed by law. Parents are notified if these are not up to date. Staff shall follow requirements for periodic TB tests.

A School Safety Plan, in accordance with Education Code 32280-32289, will be maintained and reviewed annually. Under the direction of a School Safety Plan Committee, administered by the Principal and Administrative Staff, the plan outlines emergency incident assessment and coordinated response. It also calls for annual training of certified and classified employees in practical safety skills such as CPR, AED training and emergency drills.

PCS maintains a comprehensive set of health and safety policies as part of the school's Safety Plan, (See Safety Policies attached in Appendix N.) These are reviewed on a regular basis and address the areas of emergency actions for fire, earthquake and bomb threat, medical emergencies or injuries, suspected child abuse and mandatory reporting procedures, CPR certification of teachers, administering medications, exclusion of tobacco, drugs and alcohol by students and staff on campus or at school events, and the maintenance of adequate property and liability insurance protection by PCS. The document detailing The Incident Command System Site-Based Emergency Response Team Personnel and their duties is also attached in Appendix O. The full binder of the plan is always available upon request.

Suspensions and Expulsions

Rate*	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	2.8%	.5%	1.25%	2.8%	.5%	1.25%
Expulsions	0%	0%	0%	0%	0%	0%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

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

The most recent site inspection was performed on 7/12/2011, and included an assessment of the systems, interior, cleanliness, electrical, restrooms/fountains, safety, and structural and external components of the school. In all areas, the school received a rating of "Good;" overall, the average percentage rating of the categories listed above was 97%.

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	100/100			
Interior: Interior Surfaces	n/a	100/100			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	100/100			
Electrical: Electrical	n/a	90/100			Some lights need diffusers, some lights are broken.
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	100/100			
Safety: Fire Safety, Hazardous Materials	n/a	86.37/100			Fire extinguishers need more regular checking.
Structural: Structural Damage, Roofs	n/a	100/100			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	100/100			
Overall Rating	GOOD	97/100			

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	28	29	31	31
Without Full Credential	5	5	4	4
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

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* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	n/a	n/a

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	480
Counselor (Social/Behavioral or Career Development)	0	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	The school employs a psychologist (who is also the director of Special Education) in the capacity of an independent contractor (FTE does not apply)	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	.1 FTE	n/a
Resource Specialist (non-teaching)	1.0 FTE	n/a
Other (7th/8th Support Specialist)	.4 FTE	n/a

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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

Year and month in which data were collected: December 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	New texts are added frequently—most adoption dates range between 1 and 4 years from 2010-2011	YES	0%
Mathematics	Textbooks are added less frequently, though the textbooks we have are fine. Adoption dates range from 1999 to 2008.	YES	0%
Science	Textbooks are added less frequently. Acquiring new textbooks is a priority. Adoption dates range from 1999 to 2008.	YES	0%
History-Social Science	Textbooks are added less frequently, though the textbooks we have are fine. Adoption dates range from 1999 to 2008.	YES	0%
Foreign Language	New texts are added frequently—most adoption dates range from between 1 and 4 years from 2010-2011	YES	0%
Health	n/a	n/a	0%
Visual and Performing Arts	AP Art History: Textbook adopted in 2004	YES	0%
Science Laboratory Equipment (grades 9-12)	Science laboratory equipment is replaced regularly—school employs a part-time scientist to maintain the lab materials	n/a	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7864	\$486	\$7378	\$44,123
District	\$7864	\$486	\$7378	\$44,123
Percent Difference – School Site and District	n/a	n/a	n/a	n/a
State	n/a	n/a	\$5,681	\$61,706
Percent Difference – School Site and State	n/a	n/a	29%	-28.5%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

PCS funds a number of programs designed to help students who struggle with their studies for various reasons. In addition to a full complement of special education services, PCS also offers peer tutoring every day afterschool (coordinated by a faculty member), three study skills classes for 7th graders, a 7th and 8th grade support provider, Academic Base Camp (a two week preparatory program for incoming 7th and 9th graders), a fully staffed study hall, and a student support department that meets regularly to discuss students and possible approaches to helping them succeed in our rigorous program.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43900	41284
Mid-Range Teacher Salary	48075	65173
Highest Teacher Salary	74156	83460
Average Principal Salary (Elementary)	n/a	n/a
Average Principal Salary (Middle)	n/a	n/a
Average Principal Salary (High)	123000	118384
Superintendent Salary	n/a	179397
Percent of Budget for Teacher Salaries	48%	40%
Percent of Budget for Administrative Salaries	14%	6%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	95	95	93	95	95	93	50	52	54
Mathematics	79	79	77	79	79	77	46	48	50
Science	81	81	85	81	81	85	50	54	57
History-Social Science	83	83	85	83	83	85	41	44	48

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	93	77	85	85
All Students at the School	93	77	85	85

Male	92	81	89	91
Female	93	73	81	82
Black or African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	95	86	100	96
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	87	68	70	79
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a
White	92	77	86	87
Two or More Races	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	68	72	n/a	79
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	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.

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 <http://cahsee.cde.ca.gov/>.

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

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	94.9	93.3	100	94.9	93.3	100	52	54	59
Mathematics	100	91.1	100	100	91.1	100	53.3	54.3	56

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

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	0%	6%	94%	0%	28%	72%
All Students at the School	0%	6%	94%	0%	28%	72%
Male	0%	10%	90%	0%	18%	82%

Female	0%	2%	98%	0%	37%	63%
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic or Latino						
Native Hawaiian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
White	0%	5%	95%	0%	30%	70%
Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a	n/a	n/a	n/a
English Learners	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a	n/a	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.

California Physical Fitness Test Results (School Year 2010–11)

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* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	n/a	n/a	n/a
7	11.8	22.4	59.2
9	8.9	24.1	51.9

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.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	10	10	10

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	1	14	-7
Black or African American	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Filipino	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a
Native Hawaiian/Pacific Islander	n/a	n/a	n/a
White	4	14	-8
Two or More Races	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a
English Learners	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a

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

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	397	935	397	935	4683676	778
Black or African American	7	n/a	7	n/a	317,856	696
American Indian or Alaska Native	7	n/a	7	n/a	33,774	733
Asian	43	959	43	959	398,869	898
Filipino	3	n/a	3	n/a	123,245	859
Hispanic or Latino	36	904	36	904	2,406,749	729
Native Hawaiian/Pacific Islander	0	n/a	0	n/a	26,953	764
White	299	937	299	937	1,258,831	845
Two or More Races	1	n/a	1	n/a	76,766	836
Socioeconomically Disadvantaged	24	914	24	914	2,731,843	726
English Learners	0	n/a	0	n/a	1,521,844	707
Students with Disabilities	9	n/a	9	n/a	521,815	595

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	YES	YES
Met Participation Rate - English-Language Arts	YES	YES
Met Participation Rate - Mathematics	YES	YES
Met Percent Proficient - English-Language Arts	YES	YES
Met Percent Proficient - Mathematics	YES	YES
Met API Criteria	YES	YES
Met Graduation Rate	YES	YES

Federal Intervention Program (School Year 2011–12)

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

Indicator	School	District
Program Improvement Status	n/a	n/a
First Year of Program Improvement	n/a	n/a
Year in Program Improvement	n/a	n/a
Number of Schools Currently in Program Improvement	n/a	n/a
Percent of Schools Currently in Program Improvement	n/a	n/a

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (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 Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	0%	0%	0%	0%	0%	0%	3.9%	5.7%	4.6%
Graduation Rate	96.6%	100%	100%	96.6%	100%	100%	80.2%	78.6%	80.44%

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2011		
	School	District	State
All Students	100%	100%	N/D
Black or African American	n/a	n/a	N/D
American Indian or Alaska Native	n/a	n/a	N/D
Asian	100%	100%	N/D
Filipino	100%	100%	N/D
Hispanic or Latino	100%	100%	N/D
Native Hawaiian/Pacific Islander	n/a	n/a	N/D
White	100%	100%	N/D
Two or More Races	100%	100%	N/D
Socioeconomically Disadvantaged	100%	100%	N/D
English Learners	n/a	n/a	N/D
Students with Disabilities	100%	100%	N/D

Career Technical Education Programs (School Year 2010-2011)

PCS does not offer any of its own ROP courses, but our students participate in the ROP program hosted by a neighboring school, and many students attend the local community college for specialized training in technical fields.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	100%

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	n/a
English	2 (5 sections total)	n/a
Fine and Performing Arts	2 (2 sections total)	n/a
Foreign Language	3 (3 sections total)	n/a
Mathematics	2 (2 sections total)	n/a
Science	2 (4 sections total)	n/a
Social Science	2 (8 sections total)	n/a
All courses	13 (24 sections total)	100% of students over the course of six years at the school. 50% of our students at the school in any given year will be enrolled in at least one AP course.

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

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.

Annually, teachers spend ten full days in on-site professional development. Curriculum mapping and vertical and horizontal alignment of curriculum are the primary foci. Student achievement data is also examined and teachers receive training in how to use Data Director. Teachers also attend conferences, and new teachers work with individual mentors. Teachers are observed four times a year by administrators, and students are surveyed twice per year to give their teachers feedback on their courses.