

Southern Trinity Joint Unified School District

Southern Trinity High School

School Accountability Report Card

Data From The 2005-2006 School Year Published During 2006-2007

Principal's Message

Southern Trinity High School is a comprehensive public high school serving grades 9-12. It is located in beautiful, rural, southwestern Trinity County. Southern Trinity High School has an enrollment of 55 students, and is the only comprehensive high school in the Southern Trinity Joint Unified School District. We are very proud of our well-balanced program. Southern Trinity High School emphasizes a rigorous academic program that prepares students for college or university admission. Southern Trinity High School also provides interested students with a vocational program that helps them develop useful job skills. Numerous extracurricular activities, including clubs and interscholastic athletics, are also provided for students.

Parental Involvement

Southern Trinity High School has an active Boosters Club that supports many student activities. All parents are encouraged to take part. Southern Trinity High School also sponsors an annual parent dinner and Back-to-School Night, to familiarize parents with their student's program.

For more information on how to become involved, contact Gina Parrott, at (707) 574-6239.

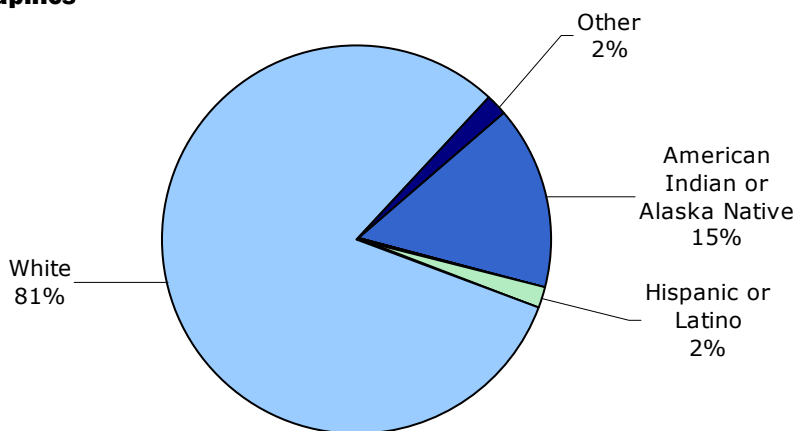
Positive Learning Environment

By ensuring that all staff are consistent in their understanding of behavioral expectations for students, and that time is spent teaching students about those expectations, the positive learning climate at Southern Trinity High School has been greatly enhanced. Southern Trinity High School also provides parents and students with a school handbook, which clearly states behavioral expectations and consequences for inappropriate behavior. Positive student morale is fostered through a variety of activities that recognize student effort and achievement. Students receive recognition through Honor Roll, student-of-the-month, scholarships, and other academic and athletic awards.

Enrollment and Demographics

The total enrollment was 59 students for the 2005-2006 school year.

Demographics



Peggy Canale
Superintendent/Principal

Southern Trinity High School
Grades 9-12

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Bridgeville, CA 95526
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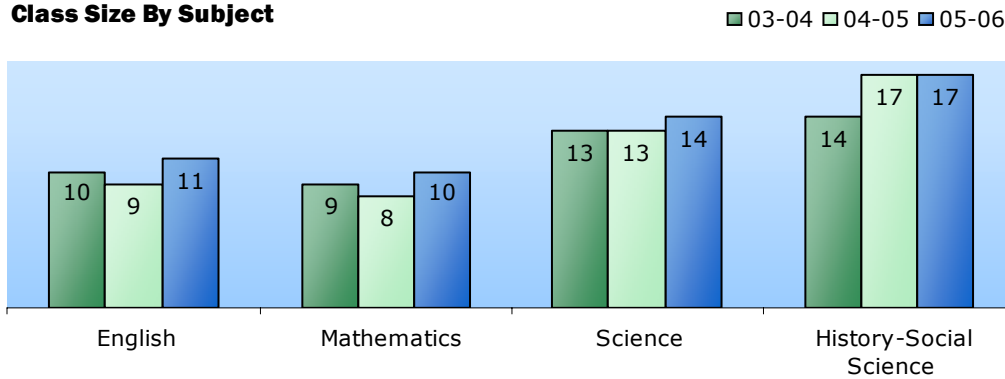
District Website:
www.tcoek12.org/%7EstjUSD/



Class Size

The three-year data for average class size is displayed below.

Class Size By Subject



Class Size Distribution – Number of Classrooms By Size									
Subject	2003-04			2004-05			2005-06		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	5			7			5		
Mathematics	4			5			5		
Science	3			3			3		
History-Social Science	2			3			1	1	

Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Southern Trinity HS			Southern Trinity JUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspension Rate	0.104	0.041	0.000	0.057	0.023	0.016
Expulsion Rate	0.000	0.041	0.000	0.000	0.011	0.000

Graduates and Dropouts

The table below displays the one-year dropout rates and graduation rates for the school, district, and state for the most recent three-year period.

Graduates and Dropouts									
	Southern Trinity HS			Southern Trinity JUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Graduation Rate	100%	90.0%	100%	100%	75.0%	80.0%	86.7%	85.3%	84.9%
Dropout Rate	0.0%	0.0%	0.0%	0.0%	9.1%	0.0%	3.2%	3.3%	3.1%

Instruction and Leadership

Southern Trinity High School has worked diligently to implement curriculum that allows our students to meet the State-adopted content and performance standards. Additionally, Southern Trinity High School maintains courses that allow our students to meet all of the entrance requirements for the University of California and the California State University systems.

The Southern Trinity High School staff meets weekly to discuss school activities and operations, and to share information on individual student progress. The achievement of special education students is facilitated by individualized education plans and programs. A policy of inclusion of special education students into the regular classrooms ensures all students equal access to the core curriculum. All instruction is California Standards based. There is a continual review and revision of the curriculum by the teaching staff and the School Site Council. All staff is involved in monitoring the progress of under-performing and/or special education students by attending Student Study Team and IEP meetings. Because of our small class sizes there are individual support for all students through one to one assistance, and peer tutoring.

Student progress is carefully monitored throughout the school year. Teachers meet frequently to discuss student progress and ways to help students at risk of failure to succeed. All students receive quarterly grade evaluations and most classrooms send home weekly or biweekly grade checks to keep parents and students updated on current progress. Parents are encouraged to meet with their child's teacher at any time if they have questions or concerns regarding their student's progress. Teachers engage in a variety of assessments and measurements that document student progress. Teachers regularly assess student progress through unit projects and/or examinations, homework, and classroom presentations.

Peggy Canale has been principal of Southern Trinity High School since September 2006 and has 22 years of experience in education.

School Facilities

The table below shows the school's most recently completed results of inspection and evaluation to determine the school facility's good repair status.

School Facility Conditions		
Interim Evaluation Instrument Area	Facility in Good Repair?	
	Yes	No
Gas Leaks	✓	
Mechanical Systems	✓	
Windows/Doors/Gates (interior and exterior)	✓	
Interior Surfaces (walls, floors, and ceilings)	✓	
Hazardous Materials (interior and exterior)	✓	
Structural Damage	✓	
Fire Safety	✓	
Electrical (interior and exterior)	✓	
Pest/Vermin Infestation	✓	
Drinking Fountains (inside and outside)	✓	
Restrooms	✓	
Sewer	✓	
Playground/School Grounds	✓	
Other	✓	

* The school inspection date and Interim Evaluation Instrument completion date occurred in December, 2006.

Minimum Days and Instructional Minutes

For 2005-06, Southern Trinity High School had four minimum days (early release) designated for staff development and parent-teacher conferences. The table below shows the minutes of study offered by grade.

Instructional Minutes		
Grade Level	Offered	State Requirement
9-12	374 minutes per day	64,800 minutes per year

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.2	295.0

Facilities

Southern Trinity High School's instructional facilities include a combination of permanent structures and portable classrooms located on a clean, well-maintained campus. The permanent structures house a gymnasium, office space, a science lab, an English classroom, and a vocational arts facility. The portable structures house four classrooms and a library/computer lab. Regular inspections of school grounds and facilities are conducted to identify and correct potentially unsafe conditions. The school was built in 1973.



School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 1.0
- Psychologist 0.1
- Social Worker 0.0
- Nurse 0.1
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0

Textbooks and Instructional Materials

The district elementary schools are on the State text adoption cycle and select materials from the State approved standards based list. The district's secondary schools select materials from a Board approved list that meets State content and performance standards.

Textbooks		
Subject Area	Textbook Title	Year Adopted
Literature & Composition	<i>Literature and Composition</i>	2003
Literature & Language Arts	<i>Understanding Literature</i>	2001
Literature & Language Arts	<i>The American Tradition</i>	2001
Literature & Language Arts	<i>World Literature</i>	2001
Reading	Houghton Mifflin <i>Reading</i>	2003
Reading	Prentice Hall <i>Reading</i>	2003
Social Studies	Houghton Mifflin	2006
Social Studies	Prentice Hall	2006
History	<i>U.S. History - The Americans</i> - McDougal Littell	1999
History	<i>World Civilization - The Human Experience</i> - Glencoe	1999
Geography	<i>World Geography</i> - Glencoe	2003
Economics	<i>Economics Principles and Practices</i> - Glencoe	1999
Mathematics	Houghton Mifflin - <i>Math Steps</i>	2000
Mathematics	Saxon - <i>Math</i>	1996
Mathematics	<i>Algebra II an Integrated Approach</i>	1998
Mathematics	<i>CORD Bridges to Algebra</i>	2000
Mathematics	<i>CORD Geometry - Mathematics in Context</i>	1999
Mathematics	<i>CORD Algebra - Mathematics</i>	1998
Mathematics	Sadlier <i>Math</i>	2001
Mathematics	Saxon <i>Math</i>	2001
Core Curriculum Areas		
Core Curriculum Areas	Percent of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Health	0%	
Foreign Language	0%	

* This data was most recently collected and verified in September, 2006.

School Safety

The Southern Trinity Joint Unified School District maintains a Safety and Emergency Procedures Plan for each school in the district. The plan covers all types of emergency situations. Administrative and maintenance personnel conduct regular inspections of school grounds and facilities, to identify and correct potentially unsafe conditions. The School Safety Plan is reviewed and updated annually, during the third quarter of each school year, by the administration and staff, and then submitted to the Board of Trustees for approval. Drills are held to assure preparedness to respond to emergency situations.

STJUSD's school safety plan was reviewed and updated by our SSC on Feb. 13, 2007 and approved by our school board on Feb. 14, 2007.



California Standards Tests

The California Standards Tests (CST) are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

CST Results

The tables below show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, science, history-social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

Percentage of Students At Proficient or Advanced Levels									
	Southern Trinity HS			Southern Trinity JUSD			California		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	56%	46%	45%	35%	35%	41%	36%	40%	42%
Mathematics	43%	37%	20%	31%	29%	30%	34%	38%	40%
Science	15%	14%	58%	16%	16%	53%	25%	27%	35%
History-Social Science	50%	56%	30%	32%	41%	32%	29%	32%	33%

CST Subgroup Results:

English-Language Arts, Mathematics, Science and History-Social Science

Subgroups, Spring 2006 – Percentage of Students At Proficient or Advanced Levels				
Subgroup	English-Language Arts	Mathematics	Science	History-Social Science
Year Tested	2005-06	2005-06	2005-06	2005-06
Male	57%	26%	64%	50%
Female	33%	18%	❖	❖
English Learners	❖	❖	❖	❖
Economically Disadvantaged	41%	20%	❖	25%
Students with Disabilities	❖	❖	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Pacific Islander	❖	❖	❖	❖
White	48%	31%	❖	24%

❖ Data are reported only for numerically significant subgroups.

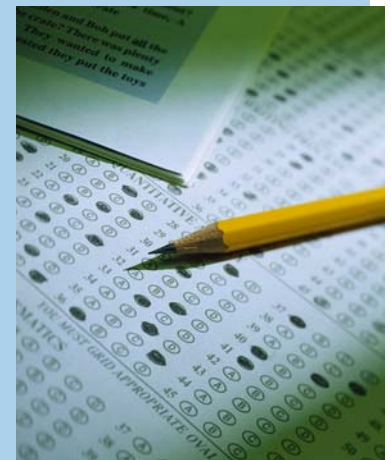
California Standards Test

The multiple-choice California Standards Tests are part of the Standardized Testing and Reporting (STAR) program, used to measure student achievement in relation to meeting educational standards and goals. Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History/social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (exceeds State Standards)
- **Proficient** (meets Standards)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the proficient or advanced level meet State Standards in that content area.



Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current norm referenced test adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. Because it only tests students in grades 3 and 7, there is no data for this school. For more information on NRT, please visit <http://star.cde.ca.gov/>.

NRT Results

The table below shows the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06
Southern Trinity HS	89%	■	■	67%	■	■
Southern Trinity JUSD	59%	52%	26%	54%	33%	44%
California	43%	41%	42%	51%	52%	53%

■ The NRT tests students in grades 3 and 7 only, therefore there is no data for this school.

California High School Exit Exam (CAHSEE)

The table below shows the percentage of students (that began the 2005-06 school year in the 12th grade) who met all state and local graduation requirements for grade 12 completion or received a local waiver or state exemption. To receive a high school diploma, students must pass both the English-language arts and mathematics portions of the CAHSEE. For more detailed information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2006		
	Southern Trinity HS	Southern Trinity JUSD	California
All Students	100%	100%	◆
Socioeconomically Disadvantaged	❖	100%	◆
English Learners	❖	❖	◆
Students with Disabilities	100%	100%	◆
African American	❖	❖	◆
American Indian or Alaska Native	❖	100%	◆
Asian	❖	❖	◆
Filipino	❖	❖	◆
Hispanic or Latino	❖	❖	◆
Pacific Islander	❖	❖	◆
White	100%	100%	◆

❖ Data are reported only for numerically significant subgroups.

◆ N/A Data is not available from the state.

“Southern Trinity High School emphasizes a rigorous academic program that prepares students for college or university admission.”



SAT Reasoning Test

The table below displays the percentage of 12th grade students at the school who voluntarily took the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores. For more detailed information, please visit www.cde.ca.gov/ds/sp/ai/.

SAT Reasoning Test			
	2003-04	2004-05	2005-06
% of 12th Grade Students Tested	◆	57.1%	33.3%
Average Verbal Score	◆	◆	605
Average Math Score	◆	◆	540
Average Writing Score	●	●	557

● SAT Writing scores were not available until the 2005-06 school year.

◆ N/A Information not available.

Career Technical Education Programs

The Armed Services Vocational Aptitude Battery (ASVAB), as well as individual counseling, provide students with information regarding possible interests and aptitudes for various vocational fields.

Southern Trinity High offers CTE exploratory classes in Welding and Carpentry. We also offer a full sequence of courses in our Woodworking program. Due to school size and available resources, this is our primary CTE program.

As mentioned above, our sequenced program is Woodworking. In this three class sequence there is Basic Wood, Intermediate Wood and Advanced Wood. We are currently working to rework our course descriptions and outlines to meet the newly adopted curriculum standards for this course of study. There are currently no ROP courses offered in our district.

Carpenters, mechanics and maintenance people represent our advisory committee from the local area. We are currently working to expand this list by adding a licensed building contractor.

The success of our classes is measured in two main ways. First, is the quality of the academic knowledge portion and how well the students perform in classroom assessments. Our second assessment is the quality of student work from the hands-on work from the shop portion of the class. Due to our small size, the number of completers in the course sequence cannot accurately reflect the quality of the program.

Continued on sidebar

Career Technical Education Participation

Career Technical Education Data	
	Southern Trinity HS
# of Pupils Participating in CTE	41
% of Pupils Who Complete a CTE Program and Earn a High School Diploma	☒
% of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	☒

☒ We do not technically have a formal Career Tech. Program, but we do offer Vocational Tech classes.

University of California and California State University Admission

The table below displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
UC/CSU Course Measure	2005-06
Student Enrollment in Courses Required for UC/CSU Admission	56.0%
Graduates Who Completed All Courses Required for UC/CSU Admission	42.9%

Advanced Placement Courses

The following is a list of advanced placement courses offered by subject at the school. At our school, 0.6% of the school's students were enrolled in a total of one AP courses offered.

- Science 1

Career Technical Education Programs

Continued from left

Over the past five years we have worked very hard to modernize our equipment and textbooks. These two elements combine to allow us to offer programs and classes that combine standards-based academic content and hands-on experience that help students develop the skills necessary for successful employment in today's workforce.

Due to our small size, the classes and career prep classes offered are limited. However, all students, including special needs and special populations, have equal access to the classes offered. In many instances, the special population students are the more talented group. All students are encouraged to pursue their interests.

Test Preparation

Southern Trinity High School has implemented the AVID program for students wishing to pursue a rigorous academic program and prepare themselves for admission to a four-year college or university. The AVID program emphasizes organizational and study skills, as well as test preparation and career exploration.

Teacher Qualifications

The table below displays information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Southern Trinity JUSD	Southern Trinity HS		
Teachers	05-06	03-04	04-05	05-06
With Full Credential	14	5	6	5
Without Full Credential	3	0	0	1
Teaching Outside Subject Area of Competence		1	1	1
		04-05	05-06	06-07*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification		0	0	0
Total Teacher Misassignments		1	1	1
Vacant Teacher Positions —teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

* Data displayed is what is most currently available.

◆ N/A Information not available.

NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by No Child Left Behind (NCLB) Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
This School	82.4%	17.6%
All Schools in District	80.0%	20.0%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	0.0%	0.0%

Professional Development

All district teachers are required to participate in five professional development days in addition to the required 180 instructional days. District teachers are also encouraged to participate in other professional development activities such as trainings and workshops. The district routinely pays for registration and travel costs as well as providing substitutes for participating teachers.

Recent areas of staff development include training and support for junior high and high school teachers to implement the AVID program, training and support for elementary teachers to implement the Reading Recovery program, and training for elementary teachers to implement the Step Up to Writing program.

For the previous three school years, we had five days each year dedicated to staff and professional development.

Teacher Evaluations

District teachers are evaluated biannually by administrative staff. Each evaluation consists of a pre class visitation meeting, the class visitation, and a post visitation meeting. Evaluations are based on the California Standards for the Teaching Profession.

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student learning
- Developing as a Professional Educator



Substitute Teachers

In order to maintain the high quality of the instructional program, every effort is made to recruit highly qualified substitute teachers for every school in the district. STJUSD has a pool of approximately nine substitute teachers who have either a teaching credential or an emergency credential which qualifies them to substitute in all classrooms when necessary.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The table below shows the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap.

API Ranks – Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	9	9	7
Similar Schools API Rank	◆	◆	◆

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
All Students at the School	-10	-12	-32	700
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖	❖
English Learners	✦	✦	❖	❖
Students with Disabilities	✦	✦	❖	❖

- ✦ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.
- ❖ Data are reported only for numerically significant subgroups.
- ◆ N/A Information not available.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Southern Trinity HS		Southern Trinity JUSD	
Met Overall AYP Status	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	Yes		Yes	

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2005-06, 21.1% of students in the ninth grade scored in the HFZ. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.



State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.

Federal Intervention Program

Schools who receive Title I funding can enter Program Improvement (PI) if they don't reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Southern Trinity HS	Southern Trinity JUSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		
		0
Percent of Schools Identified for Program Improvement		
		0.00%

◇ n/a Not applicable.

Financial Information

The data displayed is from the 2004-05 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Southern Trinity JUSD	Similar Sized District
Beginning Teacher Salary	\$27,783	\$33,023
Mid-Range Teacher Salary	\$48,922	\$49,273
Highest Teacher Salary	\$57,027	\$64,426
Average Principal Salary	◇	\$82,721
Superintendent Salary	\$79,546	\$99,982
% of Budget for Teacher Salaries	32.8%	36.1%
% of Budget for Administrative Salaries	4.8%	6.5%

◇ N/A Information not available.

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Southern Trinity HS	\$10,451	\$400	\$10,051	\$52,126
Southern Trinity JUSD			\$10,521	\$48,392
California			\$4,743	\$51,006
Percent Difference Between School Site and District			-5%	7%
Percent Difference Between School Site and State			53%	2%

Types of Services Funded

- Schoolwide Title I
- Gifted and Talented Education (GATE)
- Special Education
- Class Size Reduction
- Counseling
- School Nurse
- Inter Scholastic Athletics



The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors and Support Staff, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), SAT Reasoning Test, UC/CSU Admission, Graduates and Dropouts, Advanced Placement Courses, Teacher Qualifications, and some Financial Information. All other information is provided by the school and the district office.

All data accurate as of November 27, 2006.

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