

Executive Summary School Accountability Report Card, 2010–11

For Pilarcitos Alternative High (Continuation)

Address:	498 Kelly Ave., Half Moon Bay, CA, 94019	Phone:	(650) 712-7224
Principal:	John Corry, Principal	Grade Span:	9-12

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

We believe that it is our responsibility to provide for the basic instruction and specialized educational needs of all students. Our school's educational objectives, within the scope of our district's goals, offer pupils the opportunity to develop the necessary skills needed to function as members of the social groups in our democratic society.

Student Enrollment

Group	Enrollment
Number of students	41
Black or African American	0.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	85.4%
Native Hawaiian or Pacific Islander	0.0%
White	14.6%
Two or More Races	0.0%

Socioeconomically Disadvantaged	70.7%
English Learners	78.0%
Students with Disabilities	7.3%

Teachers

Indicator	Teachers
Teachers with full credential	3
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	19%
Mathematics	0%
Science	0%
History-Social Science	23%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	
Statewide Rank (from 2010 Base API Report)	
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 5 of 5

2011–12 Program Improvement Status (PI Year)

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

School Facilities

Summary of Most Recent Site Inspection

A recent inspection found Pilarcitos to be in good repair.

Repairs Needed

Front door in need of repair – Minor repairs to front deck.

Corrective Actions Taken or Planned

Replacement is scheduled for door.

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	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,764
District	\$5,995
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	91.90

Postsecondary Preparation

Measure	Percent
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

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 2011–12)

School		District	
School Name	Pilarcitos Alternative High (Continuation)	District Name	Cabrillo Unified
Street	498 Kelly Ave.	Phone Number	(650) 712-7100
City, State, Zip	Half Moon Bay, CA, 94019	Web Site	www.cabrillo.k12.ca.us
Phone Number	(650) 712-7224	Superintendent	Robert Gaskill
Principal	John Corry, Principal	E-mail Address	gaskillr@cabrillo.k12.ca.us
E-mail Address	corryj@cabrillo.k12.ca.us	CDS Code	41688904130027

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

We believe that it is our responsibility to provide for the basic instruction and specialized educational needs of all students. Our school's educational objectives, within the scope of our district's goals, offer pupils the opportunity to develop the necessary skills needed to function as members of the social groups in our democratic society.

Opportunities for Parental Involvement (School Year 2010–11)

Individual parent conferences

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	2

Grade 4	0	Grade 11	7
Grade 5	0	Grade 12	32
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	41

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	85.4%
Native Hawaiian or Pacific Islander	0.0%
White	14.6%
Two or More Races	0.0%
Socioeconomically Disadvantaged	70.7%
English Learners	78.0%
Students with Disabilities	7.3%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11.9	10	1	0	LEA Provided	LEA Provided	LEA Provided	LEA Provided				
Mathematics	12.3	5	1	0	LEA Provided	LEA Provided	LEA Provided	LEA Provided				

Science	7.2	6	0	0	LEA Provided	LEA Provided	LEA Provided	LEA Provided				
Social Science	6.3	16	0	0	LEA Provided	LEA Provided	LEA Provided	LEA Provided				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

The school safety plan is specific as location and duties of staff in an emergency. Staff has been trained to carry out the plan. The plan is updated yearly.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions		2.5	9.52	9.4	12.7	13.8
Expulsions		0	4.76	0.1	0.2	.002

* 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 2011–12)

Replacement is scheduled for door January 2012

School Facility Good Repair Status (School Year 2011–12)

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/		X			Bottled Water

Fountains					
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		Door Replacement
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	3	3	3	167
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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 2010–11)

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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.00%	1.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

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	0	N/A
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.01	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	.1	
Resource Specialist (non-teaching)	0	
Other	0	

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: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Prentice Hall Literature – Timeless Voices, Time Themes – June 2003	Yes	0
Mathematics	McDougal Littell – Calculus Single Variable– June 2002 McDougal Littell – Geometry – June 2002 Prentice Hall – Algebra II with Trigonometry – June 2002 Prentice Hall – Algebra 1 & 2 – June 2002 California Algebra 1: Concepts, skills & problem solving, copyright 2008 California Algebra 2: Concepts, skills & problem solving, copyright 2008	Yes	0
Science	Biology, Exploring Life Campbell, Williamson, and Heydon (Ag. Bio) Prentice Hall McDougal Littell – Biology; McDougal Littell – Chemistry, Holt – Physical Science, World of Chemistry – Houghton Mifflin 2009 Marine Biology – Glencoe/McGraw Hill 2009	Yes	0
History-Social Science	McDougal Littell Modern World History: Patterns of Interaction – Sept. 2005 McDougal Littell – The American Pageant, June 2004 Prentice Hall – Geography – June 2000 McDougal Littell – The Americans – June 2004 Glencoe McGraw-Hill United States Government Democracy in Action – 2009 Glencoe McGraw-Hill American Government – 2009 McDougal-Littell EMC Publishing, Economics: New Ways of Thinking June 2006 Economics in Our Times West Educational Publishing Co 2009 American Experience Follett 2009	Yes	0
Foreign Language	McDougal-Littell – Venatanas Tres Heinle & Heinle – Ya Veras Segundo Nivel Prentice Hall – Aproximaciones al Estudio de las Literature Hispanica– June 2000 Anso School Publications – Spanish in	Yes	0

	Three Years McDougal-Littell – Discovering French: Bleu, Blanc, Rouge		
Science Laboratory Equipment (grades 9-12)	Supplies	Yes	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	\$10,862	\$3,099	\$7,764	\$68,800
District			\$5,995	\$63,285
Percent Difference – School Site and District			22.8	8.1
State			\$5,455	\$63,062
Percent Difference – School Site and State			29.8	8.4

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 2010–11)

EIA-LEP: English Language Learners

In addition, Pilarcitos receives services in Speech and Language Therapy, Special Education and counseling. They also receive support from Community Schools, which provides support for families regarding social and health services and parent education.

Centralized Services are also provided to support the school's needs in business personnel and curriculum development.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,294	\$39,074
Mid-Range Teacher Salary	\$63,026	\$60,172
Highest Teacher Salary	\$78,752	\$78,468
Average Principal Salary (Elementary)	\$96,274	\$95,926
Average Principal Salary (Middle)	\$103,852	\$99,356
Average Principal Salary (High)	\$118,546	\$107,041
Superintendent Salary	\$186,721	\$148,555
Percent of Budget for Teacher Salaries	37.00%	38.00%
Percent of Budget for Administrative Salaries	8.00%	6.00%

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	0%	16%	19%	54%	56%	57%	49%	52%	54%
Mathematics	0%	0%	0%	50%	51%	52%	46%	48%	50%
Science	0%	0%	0%	58%	54%	57%	50%	54%	57%
History-Social Science	0%	10%	23%	48%	51%	60%	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	57%	52%	57%	60%
All Students at the School	19%	0%	0%	23%
Male	0%	0%	0%	0%
Female	0%	0%	0%	0%
Black or African American				

American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian or Pacific Islander				
White	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts				58%	60%	66%	52%	54%	59%
Mathematics				59%	54%	61%	53%	54%	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	34%	27%	39%	39%	36%	25%
All Students at the School	0%	0%	0%	0%	0%	0%
Male	0%	0%	0%	0%	0%	0%
Female	0%	0%	0%	0%	0%	0%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	0%	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

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.

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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			
Similar Schools			

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			

Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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			2,454	796	4,683,676	778
Black or African American			19	729	317,856	696
American Indian or Alaska Native			4		33,774	733
Asian			58	903	398,869	898
Filipino			49	876	123,245	859
Hispanic or Latino			1,143	692	2,406,749	729
Native Hawaiian or Pacific Islander			6		26,953	764
White			1,099	886	1,258,831	845
Two or More Races			24	933	76,766	836
Socioeconomically Disadvantaged			1,068	691	2,731,843	726
English Learners			953	659	1,521,844	707
Students with Disabilities			251	539	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	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	N/A	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		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3

Percent of Schools Currently in Program Improvement

42.9%

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	23.7	28.2	10.3	3.1	3.9	1.7	4.9	5.7	4.6
Graduation Rate			91.90	86.46	82.19	91.90	80.21	78.59	80.44

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

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	LEA Provided	LEA Provided	N/D
Black or African American	LEA Provided	LEA Provided	N/D
American Indian or Alaska Native	LEA Provided	LEA Provided	N/D
Asian	LEA Provided	LEA Provided	N/D
Filipino	LEA Provided	LEA Provided	N/D
Hispanic or Latino	LEA Provided	LEA Provided	N/D
Native Hawaiian or Pacific Islander	LEA Provided	LEA Provided	N/D
White	LEA Provided	LEA Provided	N/D
Two or More Races	LEA Provided	LEA Provided	N/D
Socioeconomically Disadvantaged	LEA Provided	LEA Provided	N/D
English Learners	LEA Provided	LEA Provided	N/D
Students with Disabilities	LEA Provided	LEA Provided	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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.

Pilarcitos has 6 minimum days dedicated to staff development.

**Pilarcitos Alternative High
(Continuation)**

Cabrillo Unified

**School Accountability Report Card,
2010-2011**

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org