

School Accountability Report Card School Year 2003–04

School Information		District Information	
School Principal Address	LA JOLLA SENIOR HIGH Dana Shelburne 750 Nautilus St. San Diego, CA 92037	District Superintendent Address	SAN DIEGO CITY SCHOOLS Alan D. Bersin 4100 Normal Street San Diego, CA 92103
Phone Fax	(858) 454-3081 (858) 459-2188	Web site	www.sandi.net
Web site	www.sandi.net/comm/schools/high/lajolahs.htm	For additional copies of the SARC, visit your child’s school or go to the district’s SARC Web site at studata.sandi.net/research/sarcs/ .	
Email	ljhs@sandi.net		
CDS Code	37-68338-3733508		

School Description and Mission Statement

“The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.”

La Jolla High School (LJHS) is a comprehensive high school for Grades 9–12 located in La Jolla, a community within the city limits of San Diego. LJHS is the nucleus of the community and provides leadership for a middle school and three elementary schools. LJHS supports approximately 1,650 students, with exemplary educational programs and services. The student body is comprised of the local community and students from the Voluntary Ethnic Enrollment Program (VEEP), No Child Left Behind, School Choice, and the Gifted and Talented Education (GATE) programs.

LJHS has a positive, well-ordered climate conducive to learning. In 2003, LJHS was named a California Distinguished School. It is the first high school west of the Mississippi to have a chapter of the Cum Laude Society. Additionally, La Jolla High has been ranked as one of the top 100 high schools in the nation by *Newsweek* magazine. In 2005, LJHS was awarded a six-year Western Association of Schools and Colleges (WASC) accreditation term. La Jolla High is also an Achievement Via Individual Determination (AVID) School of Distinction.

Students consistently score higher on standardized and norm-referenced tests than their peers throughout the state. LJHS offers a rigorous, coherent, cohesive core curriculum and Advanced Placement courses in 22 curricular areas, college calculus and political science. Programs are provided to address special needs in GATE, English as a Second Language (ESL), and special education.

Annually, approximately 95 percent of seniors enter universities or colleges, with a significant number of students attending Ivy League schools, out-of-state institutions, and the University of California (UC)/California State University (CSU) systems.

The La Jolla High School mission is to promote a spirit of academic, athletic, and personal excellence. Goals toward this mission include:

- Focus on literacy.
- Presenting academic challenge to all students so each can achieve full potential.
- Providing role models in the administration and faculty to exude the academic and personal values taught.
- Welcoming all students and acknowledging the urgency of the human quest for high self-esteem.
- Creating an atmosphere where learning and social development flourish.
- Recognizing differences in needs and providing a variety of experiences to prepare all students for vocational, as well as academic, goals.
- Encouraging each student to become literate in the sciences, as well as in the humanities, and to develop an appreciation and understanding of both fine and practical arts.

Opportunities for Parent and Community Involvement

Contact Person Name	Susie Struhar	Contact Person Phone Number	(858) 454-3081
<p>We are committed to communicating with and engaging parents as partners in their children’s education. The district has adopted <i>Parent Communications and Involvement Standards</i>, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all constituencies within our community to assist us in the education of our students.</p> <p>There are many opportunities for parents to be involved at their child’s school site (for example, governance committees, special events, fundraising events, parent organizations, and classrooms) and at the district level (for example, Parent Congress, district councils/committees, Parent University, and special events). We also encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment in the home.</p> <p>The Parent Teacher Association (PTA) provides leadership in program development and provides a variety of volunteer and financial support. The Foundation of La Jolla High School raises and distributes funds to accomplish large-scale academic, athletic, and capital improvement projects. Other areas of community involvement include:</p> <ul style="list-style-type: none"> • The La Jolla High School Scholarship Foundation. • The La Jolla High School Civic Corporation, which oversees the operation and funding of Parker Auditorium. • Service clubs on campus sponsored by Kiwanis (Key Club) and Rotary (Interact). • Volunteer time donated annually by parents and students. • Students are actively on boards and as volunteers in community-based programs, such as the Firehouse Teen Center, YMCA, Girl Scouts, Boy Scouts, and Jewish Community Center. • Jointly sponsored programs with the local private schools and agencies, including Parents Aware, the La Jolla Rotary, UCSD, Qualcomm, and the McDonald Center. • Psychology students each contributing 15 hours of time to public and private care agencies as a class requirement. 			

I. Demographic Information

Student Enrollment, by Grade Level

Grade Level	Enrollment as of September 26, 2003
9	454
10	452
11	405
12	368
Ungraded Secondary	3
TOTAL	1,682

Student Enrollment, by Racial/Ethnic Group

Racial/Ethnic Category	Number of Students	Percent of Total
African American	29	1.7
Asian	146	8.7
Filipino	15	0.9
Hispanic	410	24.4
Indochinese	27	1.6
Native American	6	0.4
Pacific Islander	7	0.4
White (Not Hispanic)	1,042	62.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	October 14, 2004	Date Last Discussed with Staff	November 17, 2004
<p>All district schools have developed a comprehensive school safety plan that meets state requirements as described in California Education Code Section 35294 et seq. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.</p>			

School Programs and Practices that Promote a Positive Learning Environment

In 2002, the San Diego Unified School District agreed to provide curricular autonomy to La Jolla High School. This agreement allowed the school to decide what courses to offer and to make decisions based on what is best for the students of La Jolla High School. Since receiving autonomy, La Jolla High School has earned the highest API ranking of any comprehensive high school in the district.

Student support systems are provided throughout the school day, as well as, before and after school through various avenues such as health, counseling, and special programs. There are several programs designed for students with special needs such as ESL, GATE, and special education. There are additional programs that augment student potential which include AP and AVID.

Students are provided written academic expectations, school discipline, and tardy policies to be reviewed and signed by both parent and student upon return to the school.

Students experiencing difficulty may participate in tutoring before or after school. PRIDE, a credit recovery program, enables students with a core grade below "C" the opportunity to retake the subject for a better grade.

Suspensions and Expulsions

Rates of suspension and expulsion per 100 students are the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) enrollment for the given year, multiplied by 100. The district comparison rates reported are the expected rates for the school's enrollment and grade-level composition based on actual districtwide experience. Because suspension and expulsion rates vary greatly by grade level and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

	2002		2003		2004	
	School	District	School	District	School	District
Suspensions (number)	130	14,527	124	13,148	204	12,166
Suspensions (rate per 100 students)	8.07	11.89	7.61	11.83	12.13	11.03
Expulsions (number)	2	361	2	354	3	429
Expulsions (rate per 100 students)	0.12	0.37	0.12	0.33	0.18	0.40

Safety, Cleanliness, and Adequacy of School Facilities

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. Under the direction of the principal (or site administrator), specific school building security procedures are implemented by staff. In addition, various district offices support district schools by reviewing and disseminating safety requirements and information, coordinating numerous safety-related services, and providing training and assistance.

La Jolla High School's facilities and surroundings are safe, well-maintained, and graffiti free. A scheduled maintenance program is administered by our custodial staff to ensure that all classrooms and facilities are maintained for optimal student learning.

LJHS does not have an assigned police officer as security is handled by our campus security assistant, administrators, and counselors.

LJHS has received significant upgrades thanks to both district funds and community generosity. A new softball field and a computer lab were welcomed additions to the campus.

Conditions that May Have Posed a Threat to the Health and Safety of Pupils or Staff, 2003–04

As part of the new reporting requirements due to *Williams, et al. v. State of California, et al.*, districts in California must now report emergency facilities needs for each school. "Emergency facilities needs" are structures or systems that are in a condition that poses a threat to the health and safety of pupils or staff while at school and does not include any cosmetic or nonessential repairs. These projects may include, but are not limited to, facility repair or replacements of the types listed in the table below.

<input type="checkbox"/> Gas leaks	<input type="checkbox"/> Nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
<input type="checkbox"/> Electrical power failure	<input type="checkbox"/> Major sewer line stoppage
<input type="checkbox"/> Major pest or vermin infestation	<input type="checkbox"/> Broken windows or exterior doors or gates that will not lock and that pose a security risk
<input type="checkbox"/> Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff	<input type="checkbox"/> Structural damage creating a hazardous or uninhabitable condition

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in Grades 2–11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English language arts and mathematics (Grades 2–11), science (Grades 5, 9, 10, and 11), and history-social science (Grades 8, 10, and 11), and a norm-referenced test, which tests reading, language, mathematics (Grades 2–11), spelling (Grades 2–8), and science (Grades 9–11).

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data, reported by grade level for 2003, are accurate within one percentage point. Detailed information regarding CST and CAPA results for each grade and proficiency level and for subgroups in 2001 and 2002 can be found at the California Department of Education (CDE) Web site at star.cde.ca.gov.

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards):

CST, English Language Arts

Grade Level	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
9	64.1	69.6	67.9	34.1	38.9	38.9	33	38	37
10	67.4	66.3	69.2	32.7	34.1	35.5	33	33	35
11	64.3	68.1	62.0	32.2	33.9	35.3	31	32	32

“—” indicates N < 10

CST, Mathematics

Grade Level	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
9	43.7	39.8	40.3	13.1	13.0	13.2	22	23	21
10	38.3	35.2	29.8	11.1	11.8	9.3	21	20	17
11	39.8	40.2	29.1	12.6	11.9	8.3	18	18	14

“—” indicates N < 10

CST, Science

Grade Level	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
9	51.5	56.8	34.0	9.5	9.0	8.9	33	29	26
10	53.4	50.8	40.1	18.5	21.7	10.3	31	30	25
11	40.2	47.7	37.2	17.4	18.1	21.1	28	28	26

“—” indicates N < 10

CST, History/Social Science

Grade Level	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
9	57.2			24.3			24		
10	46.1	51.8	54.8	18.0	24.5	26.6	24	27	27
11	65.2	67.5	65.8	30.6	33.7	34.3	32	34	32

“—” indicates N < 10

2004 CST Subgroups, English Language Arts

Grade Level	Gender		English Learner		Economically Disadvantaged		Students With Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
9	65.4	70.3	12.1	72.5	19.4	76.1	23.8	70.2
10	64.6	74.2	8.8	74.3	28.8	75.5	16.0	72.4
11	60.9	63.3	20.0	65.0	38.6	65.1	14.3	64.9

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CST Subgroups, Mathematics

Grade Level	Gender		English Learner		Economically Disadvantaged		Students With Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
9	41.3	39.4	9.4	42.8	9.7	45.5	19.0	41.4
10	33.0	26.2	3.0	32.0	6.9	33.3	4.3	31.2
11	32.5	25.0	8.0	30.6	7.0	32.0	9.5	30.3

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CST Subgroups, Science

Grade Level	Gender		English Learner		Economically Disadvantaged		Students With Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
9	33.8	34.1	6.5	36.1	5.0	38.7	15.0	34.9
10	41.2	39.0	9.4	42.6	16.1	43.7	4.3	42.2
11	44.9	28.0	16.7	38.6	7.0	41.2	10.0	38.7

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CST Subgroups, History/Social Science

Grade Level	Gender		English Learner		Economically Disadvantaged		Students With Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
10	60.4	48.5	15.2	58.1	22.4	59.8	8.3	57.5
11	68.3	62.7	20.0	69.1	40.9	69.1	28.6	68.0

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CST Racial/Ethnic Groups, English Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	—	81.6	—	27.1	—	—	—	84.2
10	66.7	85.0	—	32.4	81.8	—	—	81.3
11	—	71.4	—	28.6	—	—	—	71.9

“—” indicates N < 10

2004 CST Racial/Ethnic Groups, Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	—	78.9	—	12.9	—	—	—	46.2
10	8.3	57.5	—	8.4	72.7	—	—	34.0
11	—	67.9	—	3.6	—	—	—	33.8

“—” indicates N < 10

2004 CST Racial/Ethnic Groups, Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	—	68.4	—	8.6	—	—	—	39.9
10	18.2	65.0	—	16.2	63.6	—	—	45.7
11	—	75.0	—	13.3	—	—	—	41.6

“—” indicates N < 10

2004 CST Racial/Ethnic Groups, History/Social Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
10	25.0	82.5	—	25.5	81.8	—	—	62.3
11	—	78.6	—	38.1	—	—	—	74.4

“—” indicates N < 10

Norm-Referenced Tests (NRT)

Reading and mathematics results from the SAT 9 (2002) and California Achievement Test, Sixth Edition (CAT/6) (2003 and 2004) tests are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Results from the CAT/6 should not be directly compared to those for the SAT 9. Detailed results for subgroup performance on the SAT 9 in 2002 and the CAT/6 in 2003 can be found at the CDE Web site at star.cde.ca.gov.

Percentage of students scoring at or above the 50th percentile:

NRT, Reading

Grade Level	School			District			State		
	SAT 9	CAT/6	CAT/6	SAT 9	CAT/6	CAT/6	SAT 9	CAT/6	CAT/6
	2002	2003	2004	2002	2003	2004	2002	2003	2004
9	66.4	73.6	77.8	36.7	51.4	51.3	34	50	48
10	71.1	73.5	78.1	34.4	50.8	49.4	34	49	49
11	67.6	74.4	78.0	39.1	48.2	49.2	37	47	47

“—” indicates N < 10

NRT, Mathematics

Grade Level	School			District			State		
	SAT 9	CAT/6	CAT/6	SAT 9	CAT/6	CAT/6	SAT 9	CAT/6	CAT/6
	2002	2003	2004	2002	2003	2004	2002	2003	2004
9	76.5	70.5	76.3	53.2	44.2	45.5	52	46	46
10	74.5	77.5	78.7	44.9	50.7	50.8	46	51	52
11	78.9	74.9	79.1	48.8	45.4	45.6	47	46	46

“—” indicates N < 10

2004 CAT/6 Subgroups, Reading

Grade Level	Gender		English Learner		Economically Disadvantaged		Students With Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
9	74.9	80.5	30.3	81.8	35.5	85.0	42.9	79.6
10	74.8	81.7	23.5	82.7	42.4	83.6	36.0	80.6
11	74.5	82.1	29.2	81.4	43.2	82.7	23.8	81.3

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CAT/6 Subgroups, Mathematics

Grade Level	Gender		English Learner		Economically Disadvantaged		Students With Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
9	78.9	73.9	42.4	79.1	45.2	81.6	42.9	78.0
10	77.8	79.7	24.2	83.2	48.3	83.4	12.0	82.8
11	79.5	78.7	28.0	82.8	47.7	83.4	14.3	83.0

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CAT/6 Racial/Ethnic Groups, Reading

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	—	89.5	—	47.0	—	—	—	89.9
10	66.7	92.5	—	45.4	90.9	—	—	88.7
11	—	92.9	—	47.6	—	—	—	86.3

“—” indicates N < 10

2004 CAT/6 Racial/Ethnic Groups, Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	—	94.7	—	41.5	—	—	—	89.2
10	66.7	92.5	—	49.5	90.9	—	—	88.3
11	—	96.4	—	50.0	—	—	—	87.9

“—” indicates N < 10

District Assessment

Stanford Diagnostic Reading Test (SDRT)

Analytical Reading Inventory (ARI) and Informal Reading Inventory (IRI)

The SDRT is used to identify students in Grades 4–11 who are reading below grade level and need support and intervention. The SDRT is administered in a group setting and assesses vocabulary, comprehension, and scanning skills. For students reading significantly below grade level on the SDRT, the ARI (Grades 4–8) and IRI (Grades 9–10) are used to reevaluate students and identify appropriate supports and interventions. Data reported are for English-speaking students.

There are no district-mandated mathematics or writing tests. However, there is a District Mathematics Test (DMT) that is administered for Grades 5 and 6, and this data is available at the district’s Web site at studata.sandi.net/research/DMT/.

Percentage of students meeting or exceeding the district standard:

Grade Level	Reading			Mathematics			Writing		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
9	77.9	81.3	78.1	<i>No district-mandated mathematics test</i>			<i>No district-mandated writing test</i>		
10	90.0	85.4	83.5						

2004 California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards):

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
9	58.0	59.1	57.0	22.4	24.1	20.7	26.3	27.2	25.3

Academic Performance Index (API)

The API is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is five (5) percent of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of 1 to 5 (see definition of statewide rank below) are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. No funds were allocated to II/USP in 2003–04.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets equal to 80 percent of the school’s target are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percent Tested: In order to be eligible for awards, elementary and middle schools must have at least 95 percent of their students in Grades 2–8 tested on STAR. High schools must test at least 90 percent of their students in Grades 9–11 on STAR.

Statewide Rank: Schools receiving a base API score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and the Public Schools Accountability Act (PSAA) in California can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

Schoolwide API

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percentage Tested	98	98	99	Percentage Tested	98	99	99
Base API Score	825	794	806	Growth API Score	801	797	816
Growth Target	#	1	#	Actual Growth	-24	3	10
Statewide Rank	10	10	10				
Similar Schools Rank	8	7	6				

“#” school scored at or above the interim statewide performance target of 800

Data are only reported for numerically significant subgroups, those consisting of at least 50 pupils with valid test scores and constituting at least 15 percent of a school’s total population of pupils with valid test scores.

API Subgroups—Racial/Ethnic Groups

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African American				African American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Asian (includes Indochinese)				Asian (includes Indochinese)			
Base API Score	878	876	910	Growth API Score	897	890	904
Growth Target	#	#	#	Actual Growth	19	14	-6
Filipino				Filipino			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic				Hispanic			
Base API Score	665	631	644	Growth API Score	610	641	649
Growth Target	1	1	1	Actual Growth	-55	10	5
Native American				Native American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	870	835	852	Growth API Score	853	843	871
Growth Target	#	#	#	Actual Growth	-17	8	19

“#” school scored at or above the interim statewide performance target of 800

API Subgroups—Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Base API Score	615	598	622	Growth API Score	572	622	631
Growth Target	1	1	1	Actual Growth	-27	24	9

“#” school scored at or above the interim statewide performance target of 800

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		—
Year in Program Improvement		—
Year Exited Program Improvement		—
Number of Schools Currently in Program Improvement	—	43
Percent of Schools Identified for Program Improvement	—	23.2

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all students perform at or above the proficient level on the state’s standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, beginning in 2003, districts and schools must improve each year according to set requirements. A “Yes” in the following table displaying overall AYP status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district’s AYP status was approved. Additional data by subgroup show whether each group of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. School data are only reported for numerically significant subgroups. Detailed information about AYP can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
Schoolwide		YES	YES		YES	YES
African American					YES	YES
Asian (includes Indochinese)					YES	YES
Filipino					YES	YES
Hispanic		YES	YES		YES	YES
Native American					YES	YES
Pacific Islander					YES	YES
White (Not Hispanic)		NO	YES		YES	YES
English Learners		NO			YES	YES
Socioeconomically Disadvantaged		NO			YES	YES
Students With Disabilities		NO			YES	YES
All Subgroups (Overall)		YES	YES		YES	YES

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing Grade 12 who successfully complete the CAHSEE.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include Grade 9–12 enrollment, the annual number of dropouts, and the one-year dropout rate (per 100 students) reported by CBEDS. The formula for the one-year dropout rate is (Grades 9–12 dropouts divided by Grades 9–12 enrollment) multiplied by 100. The graduation rate, required by the federal NCLB Act, is calculated by dividing the number of high school graduates by the sum of dropouts for Grades 9–12, in consecutive years, plus the number of graduates. Due to a change in the dropout definition, results from 2002–03 should not be directly compared to those in previous years.

	School			District			State		
	Old Def.	Old Def.	New Def.	Old Def.	Old Def.	New Def.	Old Def.	Old Def.	New Def.
	00–01	01–02	02–03	00–01	01–02	02–03	00–01	01–02	02–03
Enrollment (9–12)	1,662	1,611	1,630	35,644	35,970	37,269	1,735,576	1,772,417	1,830,664
Dropouts (9–12)	1	4	5	1,289	1,417	1,797	47,899	48,210	58,493
Dropout Rate	6.0	0.2	0.3	3.6	3.9	4.8	2.8	2.7	3.2
Graduation Rate	100.0	98.9	97.8	84.6	83.3	83.3	86.7	87.0	86.6

V. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms by size and subject area based on CBEDS data.

Subject	2001–02				2002–03				2003–04			
	Avg.	1–22	23–32	33+	Avg.	1–22	23–32	33+	Avg.	1–22	23–32	33+
English	25.7	28	15	19	25.4	26	20	14	30.5	7	21	24
Mathematics	29.2	10	14	18	30.4	8	16	28	29.8	6	26	18
Science	32.9	1	9	21	29.4	4	16	10	32.2	2	10	23
Social Science	30.9	6	14	19	31.5	3	15	17	32.3	3	11	24

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB-Compliant Teachers

The NCLB Act requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005–06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject-matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the CDE Web site at www.cde.ca.gov/nclb/sr/tq/.

For a school, the data reported are the percent of a school’s classes in core content areas not taught by NCLB-compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB-compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	14.6	—
All Schools in District	—	59.6
High-Poverty Schools in District	—	69.5
Low-Poverty Schools in District	—	65.2

Teacher Credential Information

Data reported are the number of classroom teachers at the school in each category. All classroom teachers, part-time and full-time, are counted equally. If a teacher works at two schools, s/he is counted only at one school.

	2001-02	2002-03	2003-04
Total Number of Teachers	65	70	70
Full credential and teaching in subject area	57	66	52
Full credential but teaching outside subject area	6	1	16
Alternative Route to Certification (district and university internship)			1
Pre-Internship			0
Emergency Permits (no credential or internship but meets minimum requirements)	2	3	1
No credential and no Emergency Permit	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2001-02	2002-03	2003-04
Misassignments of Teachers of English Learners	—	—	0
Total Number of Teacher Misassignments	—	—	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.9
Master's Degree plus 30 or more semester hours	0.0	0.3
Master's Degree	64.8	49.7
Bachelor's Degree plus 30 or more semester hours	1.4	1.5
Bachelor's Degree	33.8	47.3
Less than Bachelor's Degree	0.0	0.4

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2001-02	2002-03	2003-04
Vacant Teacher Positions	—	—	0

Teacher Evaluations

The school site administrators (principal and vice principals) formally evaluate tenured teachers every two years based on guidelines set forth in the California Education Code and the teachers' contract. Temporary and probationary teachers are evaluated yearly in a similar manner. Site administrators visit classrooms frequently to observe teachers' instructional practice.

Evaluation criteria for classroom teachers include:

- Progress of pupils toward established standards.
- Instructional techniques and strategies.
- Adherence to curricular objectives.
- Establishment and maintenance of a suitable learning environment.
- Performance of non-instructional duties and responsibilities, including supervisory and advisory duties.

Evaluation results are shared with the teacher and are forwarded to the school's instructional leader for review. All evaluations are confidential and are kept in the district personnel file of the teacher.

Permanent teachers receiving an overall evaluation of unsatisfactory in subject matter knowledge, teaching strategies, and

teaching methods participate in the district's Peer Assistance and Review (PAR) program. As program participants, they are assigned a consulting teacher to help them improve their teaching practice. The consulting teacher observes the teacher in the classroom, provides written feedback, demonstrates teaching strategies or accompanies the teacher to demonstrations in other classrooms, and provides other support as appropriate.

If a teacher's performance is deemed unsatisfactory, the principal identifies areas requiring improvement and develops a program for improvement with the teacher. The principal and vice principals are evaluated every year: the principal by a central office supervisor and the vice principals by the principal. If you are concerned about a teacher, administrator, or other staff member, there are steps that you can take. You should discuss your concerns with the principal. You may call the district Support Systems office for assistance after you have spoken with the principal.

Substitute Teachers

The district has a pool of almost 3,000 substitute teachers available for assignment when a classroom teacher is absent. It has an aggressive campaign to hire additional qualified substitutes to ensure a qualified pool is available to cover illness and absences of teachers attending professional development. This campaign includes an online application process available any time and working with principals to identify members of their school community who qualify to substitute.

We try to place substitute teachers according to their areas of expertise, although by state law, credentialed teachers may substitute at any grade level and in any subject.

Counselors and Other Support Staff

Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	2.8
Librarian	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.6
Speech/Language/Hearing Specialist	0.2
Resource Specialist (Non-Teaching)	4.5
Peer Coach	1.0
District Resource Teacher	0.5

Academic Counselors

District counselors are not included in this count. Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The number of students per academic counselor is enrollment reported in CBEDS divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Students Per Academic Counselor
3.80	442.63

VII. Instruction and Curriculum

The San Diego City Schools Office of School Site Support organizes all district efforts to improve student achievement by supporting teaching and learning in the classroom. Since 1998, the district has introduced a series of reform initiatives directed toward providing all students with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.

School Instruction and Leadership

Instruction and instructional leadership are at the heart of the San Diego City Schools reform effort. Through the district's Office of the Deputy Superintendent, Instructional Leaders train, coach, support, and evaluate principals. Instructional Leaders provide professional development for principals in a variety of ways, e.g., monthly instructional conferences, study groups, and frequent school visits to provide coaching for individual principals. At the school, the principals, in turn, provide support to teachers through staff conferences, frequent opportunities for collaborative study and planning, and individual teacher coaching based on ongoing classroom observations.

The principal has been involved in school leadership for more than 10 years. He has the power and authority to manage, operate, and administer the educational programs at LJHS. He sets high expectations and standards for academic and social development for all students. The principal develops a school culture that is flexible, collaborative, innovative, and supportive of efforts to improve achievement of all students. The principal communicates with staff through regularly scheduled meetings, daily bulletins, and emails.

The principal is responsible for the daily operations of La Jolla High School and reports to the Governance Board. The Governance Board is comprised of nineteen members encompassing administrators, teachers, support staff, parents and a community member. Meetings are conducted monthly to review pertinent aspects of budgets, staffing, professional development, athletic and extra-curricular activities.

The high school has a comprehensive accountability system featuring assessment based on student performance—learning outcomes that reflect actual achievement and application of knowledge.

La Jolla High teachers are involved in Advanced Placement (AP), the College Board, Golden State Exams, and the mentor teacher program. The site has adopted the Achievement Via Individual Determination (AVID) program, which provides academic support and encouragement to low-income students to enter four-year universities. In addition, AP courses are offered in 22 curricular areas. La Jolla High School offers college calculus and political science, a gifted seminar program, psychology, vocational and special education, and numerous world languages (French, Latin, and Spanish).

Students who experience difficulty in core subjects receive deficiency letters, quarterly. Learning contracts, containing student intervention plans, are mailed home. Teachers post grades and/or make home contacts to keep parents informed about student achievement.

Professional Development

Through the district's educational reform strategies, the division of Instruction and Curriculum has engaged teachers and administrators in ongoing professional development in areas of literacy, mathematics, and science teaching and learning. Opportunities for teachers to improve their professional knowledge of teaching physical education and the visual and performing arts are also provided by central office staff. Each year, principals identify a schoolwide professional development focus as well as determine areas of individual need. Throughout the year, principals, supported by peer coaches/staff developers, content administrators, and/or mathematics resource teachers, conduct group and individual staff conferences and coach teachers at the school site to improve instructional practice.

Teachers in the district participated in a total of three mandatory staff development days in each of the last three school years. These days focus primarily on school-based professional learning in relation to site needs.

La Jolla High School has adjusted its daily schedule to ensure the required amount of instructional time to accommodate one-half day a month for staff development purposes. The teachers and the support staff also participate in three days of district-mandated staff development. Recent topics include: horizontal and vertical teaming, student data, use of technology, the collaborative model for special education, and preparing for the WASC accreditation visit. A staff development plan is created annually with the joint efforts of teachers, counselors, classified staff, and administrators to incorporate teacher needs, subject-specific workshops, and mandated topics.

Quality and Currency of Textbooks and Other Instructional Materials

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient textbooks for all students in the subject areas of reading/English language arts, science, history/social science, and mathematics. In addition, sufficient materials are provided in foreign language and health, and equipment is available in science laboratory courses, in Grades 9–12.

In 2003–04, teachers and students in high schools began using newly adopted, standards-based materials in advanced U.S. history, economics, government, advanced American literature, American literature, geometry, discrete mathematics, chemistry, and both Spanish and French 5,6. They continued using recently adopted, standards-based materials in English, history/social science, science, mathematics, foreign language, and health.

La Jolla High School purchases numerous supplementary texts, as well. The Library Media Center (LMC) houses 44,860 volumes of student and teacher textbooks materials. State funds specifically designated for library materials and equipment were provided again this year to update our library media collections. The LMC collection contains 20,956 books and 322 videotapes and subscribes to 31 magazines and 2 newspapers. Access for research to current and past issues of over 500 magazines and 100 newspapers and news wires, transcripts of radio/TV broadcasts and government proceedings, specially written science articles, and the full text of some major reference works is provided through subscriptions to three online databases accessible via the Web from campus or home.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

On an annual basis at a public hearing, the Board of Education adopts a resolution certifying that the district has provided each pupil, including English learners, textbooks or instructional materials, or both, to use in class and to take home to complete any required homework assignments. The Board also assures that these materials are consistent with the content and cycles of the curriculum frameworks adopted by the state board in the core curriculum areas. For students enrolled in foreign language or health courses, the district also provides sufficient textbooks and/or instructional materials.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Every student is provided with sufficient and standards-aligned textbooks and/or other instructional materials for English language arts. The adopted textbooks for this subject are listed in the following table.
Mathematics	Every student is provided with sufficient and standards-aligned textbooks and/or other instructional materials for mathematics. The adopted textbooks for this subject are listed in the following table.
Science	Every student is provided with sufficient and standards-aligned textbooks and/or other instructional materials for science. The adopted textbooks for this subject are listed in the following table.
History/Social Science	Every student is provided with sufficient and standards-aligned textbooks and/or other instructional materials for history/social science. The adopted textbooks for this subject are listed in the following table.
Foreign Language	Every student enrolled in a foreign language course is provided with sufficient and standards-aligned textbooks and/or other instructional materials. The adopted textbooks for this subject are listed in the following table.
Health	Every student enrolled in a health course is provided with sufficient and standards-aligned textbooks and/or other instructional materials. The adopted textbooks for this subject are listed in the following table.
Science Laboratory Equipment (Grades 9–12)	Science laboratory equipment is available to students enrolled in laboratory science courses.

List of Instructional Materials/Textbooks Used in Core Subject Areas (2003–04)

Subject Area	Grade	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year	From State (K–8) or Local Board (9–12) Lists?
English Language Arts	9	English 1,2	McDougal, Language of Literature, Grade 9	2002–03	Yes
English Language Arts	9	English 1,2	McDougal, Bridges to Literature	2002–03	Yes
English Language Arts	10	English 3,4	McDougal, Language of Literature, Grade 10	2002–03	Yes
English Language Arts	10	English 3,4	McDougal, Bridges to Literature	2002–03	Yes
English Language Arts	10	Advanced English 3,4	McDougal, Language of Literature, World Literature	2002–03	Yes
English Language Arts	10	Advanced English 3,4	Glencoe, World Anthology	2002–03	Yes
English Language Arts	11	Advanced & American Literature 1,2	McDougal, Language of Literature, American Literature	2003–04	Yes
English Language Arts	11–12	World Literature 1,2	McDougal, Language of Literature, World Literature	2003–04	Yes
English Language Arts	12	English Literature 1,2	McDougal, Literature & Language, British Literature	2000–01	Yes
English Language Arts	12	English Literature 1,2	McDougal, Writer's Craft Purple	2000–01	Yes
English Language Arts	12	English Literature 1,2	Holt, Elements of Literature, Lit. of Britain	2000–01	Yes
Health & Drivers Ed	10	Health & Drivers Ed 1	Glencoe, Health: Guide to Wellness	1997–98	Yes
Health & Drivers Ed	10	Health & Drivers Ed 1	Glencoe, Responsible Driving	1997–98	Yes
Mathematics	9	Honors Geometry 1–2	Scott Foresman, UCSMP Geometry, 2nd Edition	1996–97	Yes
Mathematics	10–12	Geometry 1–2	Key Press, Discovering Geometry	2003–04	Yes
Mathematics	10–12	Intermediate Algebra 1–2	McDougal, Algebra 2	1997–98	Yes
Mathematics	11	Honors Precalculus 1,2	Prentice, Precalculus: Graphing & Data Analysis	1998–99	Yes
Mathematics	12	Precalculus 1,2	McDougal, Advanced Mathematics: Precalculus	1998–99	Yes
English Lang Dev	9–12	ESL Newcomers 9th–12th	Longman, Word by Word Basic Picture Dictionary	2002–03	Yes
English Lang Dev	9–12	ESL 1–2	Hampton, High Point Level A & The Basics	2003–04	Yes
English Lang Dev	9–12	ESL 3–4	Hampton, High Point Level B	2003–04	Yes
English Lang Dev	9–12	ESL 5–6	Hampton, High Point Level C	2003–04	Yes
World Language	9–12	French 1–2	Glencoe, Bon Voyage 1	2001–02	Yes
World Language	9–12	French 3–4	Glencoe, Bon Voyage 1	2002–03	Yes
World Language	9–12	French 5–6	Glencoe, Bon Voyage 2	2003–04	Yes
World Language	9–12	German 1–2	EMC, Deutsch Aktuell 1	2001–02	Yes
World Language	9–12	German 3–4	EMC, Deutsch Aktuell 2	2001–02	Yes
World Language	9–12	German 5–6	EMC, Deutsch Aktuell 3	2002–03	Yes
World Language	9–12	Japanese 1–2	Bess, Nihongo 1	1996–97	Yes
World Language	9–12	Japanese 3–4	Bess, Nihongo 2	1997–98	Yes
World Language	9–12	Spanish 1–2	McDougal, En Español 1	2001–02	Yes
World Language	9–12	Spanish 3–4	McDougal, En Español 2	2002–03	Yes
World Language	9–12	Spanish 5–6	McDougal, En Español 3	2003–04	Yes
Science	9	Physics 1,2	It's About Time, Active Physics	2001–02	Yes
Science	9–12	Advanced Physics 1,2	Thomson, College Physics	1999–00	Yes
Science	9–12	Biology 1,2	Glencoe, The Dynamics of Life	2000–01	Yes
Science	9–12	Advanced Biology 1,2	Brooks/Cole, Biology: Concepts and Applications	2000–01	Yes
Science	10	Chemistry 1–2	Key Press, Living By Chemistry	2003–04	Yes
Science	10	Chemistry 1–2	Addison Wesley, Chemistry	2003–04	Yes
Science	11–12	Advanced Chemistry 1–2	Wiley, Chemistry: The Study of Matter	1995–96	Yes
History/Social Science	9–10	World History and Geography 1,2	McDougal, Modern World History: Patterns of Interaction	2002–03	Yes
History/Social Science	9–10	Advanced World History and Geography 1,2	Holt, Continuity & Change	1997–98	Yes
History/Social Science	11	United States History 1,2	McDougal, The Americans, Reconstruction to the 21st Century	2002–03	Yes
History/Social Science	12	Economics 1	Prentice Hall, Economics : Principles In Action	2003–04	Yes
History/Social Science	12	Government 1	Glencoe, Government: Democracy in Action	2003–04	Yes

Note: Adoptions prior to school year 1999–00 are “pre-standards” (i.e., these textbooks and/or materials were adopted before content standards and standards-based materials were adopted by the State Board of Education).

Instructional Minutes (School Year 2003–04)

The California Education Code establishes a required number of instructional minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes Offered	State Requirement
9	65,184	64,800
10	65,184	64,800
11	65,184	64,800
12	65,184	64,800

Total Number of Minimum Days

In 2003–04, La Jolla Senior High had 15 shortened days for students. The extra time on shortened days is used for staff development, parent consultation, and teacher planning.

The La Jolla High School staff is involved in three district mandated staff development days a year. In addition to the district’s policy, La Jolla High also partakes in staff development activities (minimum days) on the first Wednesday of every month, totaling 12 staff development days a year.

VIII. Post-Secondary Preparation (Secondary Schools)

Advanced Placement/ International Baccalaureate Courses Offered (2003–04)

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP or IB classes. The data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	2	2	43
Computer Science	2	3	65
English	2	6	187
Foreign Language	3	5	127
Mathematics	1	3	120
Science	3	6	168
Social Science	4	12	380

Percentage of Enrollment in Courses Required for University of California (UC) and California State University (CSU) Admission (2003–04)

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Enrollment in All Courses (Grades 9–12)	Enrollment in Courses Required for UC and/or CSU Admission (Grades 9–12)	Percentage of Enrollment in Courses Required for UC and/or CSU Admission
9,665	7,650	79.2

Percentage of Graduates who Successfully Completed all Course Requirements for University of California (UC) and California State University (CSU) Admission (2002–03)

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Completed All Course Requirements for UC and/or CSU Admission	Percentage of Graduates Who Completed All Course Requirements for UC and/or CSU Admission
364	233	64.0

SAT I Reasoning Test

The SAT I Reasoning Test, formally known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the CDE Web site at www.cde.ca.gov/ds/sp/ai/.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	370	364	368	6,963	6,944	6,956	365,907	385,181	395,194
Percentage of Grade 12 Enrollment Taking Test	86.2	91.2	85.3	49.4	49.4	49.0	37.3	36.7	35.2
Average Verbal Score	568	588	577	481	494	492	490	494	496
Average Math Score	591	612	597	499	509	506	516	518	519

College Admission Test Preparation Course Program

La Jolla High School offers the SAT I and II tests (Scholastic Assessment Test), as well as the Preliminary SAT (PSAT), four times a year through the PTA.

Degree to Which Students are Prepared to Enter the Workforce

A variety of career/technical education courses is offered at all comprehensive high schools in the district. The district's School-to-Career Department oversees these courses and is tasked with providing students with the skills and abilities needed to make a successful transition from school to career, whenever that transition might occur. Students' technical/professional foundation skills are developed through courses in fifteen industry sectors tied to economic and workforce trends.

High school graduation guides for each graduating class are produced by the Counseling and Guidance Department to provide students and parents with information on graduation requirements, the CAHSEE, the sequence of study for entrance into the University of California and California State University systems, sample schedules, a checklist for college preparation, required testing, and post-high school options.

Students may enroll in Work Experience Education programs supervised by a career counselor. Three programs are offered: general, vocational, and exploratory work experience. Last year, over 50 students participated in these programs.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data are available from the *2003–04 Report of Student Enrollment and Program Completion in Career and Technical Education Programs Conducted by Unified and Union High School Districts, County Offices of Education, Adult Education, and ROCPs* (CDE 101 E-1). Data have been aggregated at the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate	
Total Course Enrollment	10,588	1,225	1,096*	90%	949	786	83%

*By state definition, a "secondary CTE program completer" is a student who completes the capstone course in a sequence of courses or units established for a program, or who successfully completes an industry-validated examination for a program. By district definition, such students must also earn a high school diploma before being considered a "completer."

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2002–03)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409. Detailed information regarding salaries may be found at the CDE Web site at www.cde.ca.gov/ds/fd/cs/ and www.cde.ca.gov/ta/ac/sa/salaries0203.asp.

	District Amount	State Average For Districts in the Same Data Category
Beginning Teacher Salary	\$34,618	\$36,856
Mid-Range Teacher Salary	\$58,207	\$58,263
Highest Teacher Salary	\$70,179	\$72,665
Average Principal Salary (Elementary School)	\$97,173	\$94,774
Average Principal Salary (Middle Level School)	\$97,913	\$98,934
Average Principal Salary (High School)	\$110,322	\$106,858
Superintendent Salary	\$189,500	\$177,295
Percent of Budget for Teachers' Salaries	37.4	41.6
Percent of Budget for Administrative Salaries	3.3	5.1

Expenditures (Fiscal Year 2002–03)

Detailed information regarding expenditures may be found at the CDE Web site at www.cde.ca.gov/ds/fd/ec/.

District		Statewide Average: All Districts in Same Category	Statewide Average: All Districts
Total dollars	Dollars/student (ADA)	Dollars/student (ADA)	Dollars/student (ADA)
\$1,102,724,224	\$8,833	\$6,882	\$6,822

ADA—one full year of student attendance

Types of Services Funded

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education.
2. Special Education—programs offering appropriate, individualized education to students with special needs.
3. Targeted Instructional Improvement—staff salaries, staff benefits, services, materials, and support for our lowest performing students.
4. Gifted and Talented Education—specialized learning assistance for students with high ability, achievement, or potential.
5. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services.
6. Transportation.
7. Maintenance and operations.
8. District administration.

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.