School Accountability Report Card Reported for School Year 2009-10

Published During 2010-11

Executive Summary School Accountability Report Card, 2009-10

San Dimas High School

Address: 800 West Covina Blvd. , San Dimas   CA 91773-1473

Phone: 909-971-8230

Principal: Michael Kelly

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 school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 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

San Dimas High School is one of two comprehensive high schools in the Bonita Unified School District. Built in 1970, San Dimas High School is accredited by WASC and serves 1330 students. It is the only comprehensive high school in San Dimas.

Following the 2009-10 school year, 93% of SDHS Seniors went on to college. The school schedules one minimum day for parent conferencing, four for final examinations and recognizes academic achievement though various assemblies such as Renaissance, rallies, and other artistic pursuits. The district staffs San Dimas on a 32.5:1 ratio based on a five-period day.

The school offers CAHSEE support and reading intervention classes during the school day. The school also contracts with Mt. San Antonio College for accelerated summer school.

SDHS serves the needs of all students from Severely Handicapped to English Learners to Gifted Students. Programs at SDHS include ELL, RSP, SDC and SH classrooms. GATE students are offered accelerated and honors classes, special event field trips, and an extensive AP program.

In 1999, 2003, and 2009, San Dimas High School received recognition as a California Distinguished School. The school's Academic Performance Index is 801, up 30 points in the past two years. The school has met national AYP targets for every year from 2004, through 2010. In 2007, the school won the coveted Golden Bell from the California School Board Association for its award winning Animation Program. This four year program is articulated for college credit and provides state of the art training in all aspects of Animation.

Student Enrollment

Group	Percent
African American	3.79 %

American Indian or Alaska Native	0.24 %
Asian	3.72 %
Filipino	2.76 %
Hispanic or Latino	44.23 %
Pacific Islander	0.00 %
White (not Hispanic)	36.57 %
Multiple or No Response	8.69 %
Socioeconomically Disadvantaged	22.00 %
English Learners	3.00 %
Students with Disabilities	8.00 %
Total Number of Students	**1266**

Teachers

Indicator	Teachers
Teachers with full credential	42
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	2
Total Teacher Misassignments	2

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	61%
Mathematics	19%
Science	68%
History-Social Science	49%

Academic Progress

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	801
Statewide Rank (from 2009 Base API Report)	8
2010-11 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

Site was found to be in good condition

Repairs Needed

None at this time

Corrective Actions Taken or Planned

None at this time

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$4,316
District	$5,227
State	$5,681

School Completion

Indicator	Result
Graduation Rate	97.4%

**The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	8.0 %
Graduates Who Completed All Courses Required for University of California or California State University Admission	27.5%

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2010-11)

This section provides the schools contact information.

School		District	
School Name	San Dimas High	District Name	Bonita Unified
Street	800 West Covina Blvd.	Phone Number	909-971-8200
City, State, Zip	San Dimas , CA 91773-1473	Web Site	www.bonita.k12.ca.us
Phone Number	909-971-8230	Superintendent	Dr. Gary Rapkin
Principal	Michael Kelly	E-mail Address	Rapkin@bonita.k12.ca.us
E-mail Address	Kelly@bonita.k12.ca.us	CDS Code	19- 64329- 1937739

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

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

San Dimas High maintains a culture of respect and support with the highest expectations for each of our students and staff members. The goal of San Dimas High School is to provide all students with a wide variety of educational experiences, in a small school setting, to prepare them to achieve their dreams. Whether students dream of the university or the world of work, we prepare our students to face and conquer the challenges of the 21st century through an atmosphere of personal challenge and mutual respect.

The Expected School-wide Learning Results (ESLRs) that drive teaching and learning at San Dimas High School in meeting the educational standards outlined by the State of California are:

A San Dimas Graduate is a/an:
Effective Communicator who:
- **Reads with understanding**
- **Writes with clarity**
- **Uses technology to access, organize and present information**
- **Solves problems and expresses ideas creatively**

Accomplished Learner who:
- **Challenges himself/herself continually**
- **Possesses a sound knowledge of the core content areas**
- **Participates in and accepts responsibility for his/her learning**
- **Produces quality independent work**

Productive Leader who:
- **Works collaboratively to move a group to a successful outcome**
- **Works to promote causes greater than himself/herself**

Responsible Citizen who:
- **Shows respect for the dignity of all beliefs and cultures**
- **Practices ethical behavior**
- **Contributes time, energy and talents to improve his/her community**
- **Maintains a plan for his/her future**

These student outcomes, or ESLRs, are the overarching goals that graduates achieve through a fully articulated and viable curriculum which is standards-based and aimed at student growth.

Opportunities for Parental Involvement (School Year 2009-10)

Opportunities for Parental Involvement (School Year 2009-10)

Parents have a wide number of opportunities to become involved in school activities. Many parents volunteer to serve on numerous Booster groups for sports, academics, Choir and Band. Our active Bingo Committee raises tens of thousands of dollars per year to support student learning, activities and campus beautification. Parents also volunteer in the Parent Teacher Student Association (PTSA), School Site Council, Best Buddies, and help in the library. Most importantly, parents are in contact with the school regarding their child's academic progress. This is made possible through telephone, email, daily bulletin, online grades, online attendance records and online transcript access.

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

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

Grade Level	Number of Students
Grade 9	337
Grade 10	353

Grade 11	298
Grade 12	278
Total Enrollment	1266

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	3.79 %
American Indian or Alaska Native	0.24 %
Asian	3.72 %
Filipino	2.76 %
Hispanic or Latino	44.23 %
Pacific Islander	0.00 %
White (not Hispanic)	36.57 %
Multiple or No Response	8.69 %
Socioeconomically Disadvantaged	22.00 %
English Learners	3.00 %
Students with Disabilities	8.00 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
Subject		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.9	19	9	21	26.8	21	10	18	22.9	27	19	12
Mathematics	26.8	18	13	12	25.6	19	15	11	22.6	20	22	5
Science	31.9	2	10	23	31.8	3	7	26	26.8	9	18	14
Social Science	35.2	2	3	28	31.2	2	14	19	26.0	11	17	13

III. School Climate

School Safety Plan (School Year 2009-10)

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

San Dimas High School has a comprehensive safety plan that is articulated with the School District, Fire Department, and local Law Enforcement. The plan is carried in every law enforcement vehicle in the city. A Deputy Sheriff serves as School Resource Officer and is on campus daily. The school holds evacuation drills at least twice per year in cooperation with the School District and

other local agencies. The comprehensive safety plan is updated yearly to best serve the safety of our students.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	37.8	16.1	27.5	17.2	10.2	6.8
Expulsions	0.3	0.6	0.4	0.2	0.2	0.4

IV. School Facilities

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

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Modernization of the entire facility was completed in 2006. Modernization provided new infrastructure, power, lighting, heat and air conditioning, new white boards, computer access, carpeting, glazing and paint. In 2008, a new clock and speaker system, and new roofing were installed. Current plans for 2011 include expansion and modernization of the gym, installation of a rubberized track and reconfiguring stadium seating, and construction of a District Performing Arts Center on campus.

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

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			
Interior: Interior Surfaces	N/A	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			
Electrical: Electrical	N/A	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X			
Safety: Fire Safety, Hazardous Materials	N/A	X			
Structural: Structural Damage, Roofs	N/A	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			
Overall Rating	Good				N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	52	51	42	406
Without Full Credential	2	1	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

**The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	5	2	2
Total Teacher Misassignments	5	2	2
Vacant Teacher Positions	0	0	0

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

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	95%	5%
All Schools in District	93%	7%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	93%	7%

VI. Support Staff

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.50	448
Library Media Teacher (Librarian)	0.80	N/A
Psychologist	0.40	N/A
Social Worker	N/A	N/A
Nurse	0.154	N/A
Speech/Language/Hearing Specialist	0.40	N/A
Resource Specialist (non-teaching)	N/A	N/A
Other (Health Clerk)	0.875	N/A
Other (Athletic Director)	0.40	N/A

VII. Curriculum and Instructional Materials

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Adopted 2003, Sufficient	0 %
Mathematics	Adopted 2009, Sufficient	0 %
Science	Adopted 2008, Sufficient	0 %
History-Social Science	Adopted 2007, Sufficient	0 %
Foreign Language	Adopted 2008, Sufficient	0 %
Health	N/A	N/A
Visual and Performing Arts	Sufficient	0 %
Science Laboratory Equipment (grades 9-12)	Sufficient	0 %

VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$4,582	$266	$4,316	$67,184
District	N/A	N/A	$5,227	$69,479
Percent Difference – School Site and District	N/A	N/A	-17.41%	-3.30%
State	N/A	N/A	$5,681	$65,399
Percent Difference – School Site and State	N/A	N/A	-24.02%	2.73%

Types of Services Funded (Fiscal Year 2009-10)

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

San Dimas High School receives categorical funding for Gifted and Talented Education (GATE), Art and Music supplemental funding, School and Library Improvement Block Grant, Title V, Economic Impact Aid, Pupil Retention Block Grant, and CAHSEE Intervention which totals just under $103,000 for the 2009-2010 school year.

Programs funded through these monies include teacher time for direct interventions to at risk students, tutoring, counseling, instructional technology, communication and safety programs.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,456	$41,209
Mid-Range Teacher Salary	$66,815	$65,228
Highest Teacher Salary	$84,213	$83,339

Average Principal Salary (Elementary)	$106,262	$103,189
Average Principal Salary (Middle)	$109,581	$108,789
Average Principal Salary (High)	$122,864	$119,247
Superintendent Salary	$234,840	$179,589
Percent of Budget for Teacher Salaries	41.40 %	40.70 %
Percent of Budget for Administrative Salaries	5.50 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	54	65	61	61	65	66	46	50	52
Mathematics	17	18	19	52	55	57	43	46	48
Science	51	66	68	67	71	74	46	50	54
History-Social Science	39	55	49	50	58	58	36	41	44

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	41	8	25	23
American Indian or Alaska Native	*	*	*	*
Asian	74	51	86	56
Filipino	86	25	*	75
Hispanic or Latino	53	13	62	44
Pacific Islander	*	*	*	*
White (not Hispanic)	68	24	74	54
Male	55	21	64	57
Female	66	17	72	42
Economically Disadvantaged	46	9	49	40
English Learners	19	15	55	15
Students with Disabilities	11	6	10	16
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	66.0	66.0	68	67.7	67.7	68.3	52.9	52.9	54
Mathematics	61.9	61.9	60.1	65.2	65.2	63.9	51.3	51.3	53.4

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	32	24.9	43.1	39.9	39.1	21
Male	37.2	28.5	34.3	38.5	37.9	23.6
Female	26.6	21.3	52.1	41.4	40.2	18.3
African American	63.6	9.1	27.3	72.7	27.3	0
American Indian or Alaska Native	*	*	*	*	*	*
Asian	28.6	21.4	50	21.4	28.6	50
Filipino	*	*	*	*	*	*
Hispanic or Latino	37.3	28.7	34	48.3	41.1	10.6
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	28.6	24.3	47.1	33.6	37.9	28.6
English Learners	44.4	44.4	11.1	47.4	26.3	26.3
Socioeconomically Disadvantaged	44.8	24.1	31	55.1	31.5	13.5
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	92.6	3.7	3.7	92.6	7.4	0

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

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	*	*	*
7	*	*	*
9	Not Available	Not Available	Not Available

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page.

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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	8	8	8
Similar Schools	7	7	5

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	15	23	5	801
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	18	8	17	754

Pacific Islander	*	*	*	*
White (not Hispanic)	17	34	5	830
Socioeconomically Disadvantaged	12	23	25	729
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page.

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

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes" Met 2010 AYP Criteria
 "No" Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page.

Indicator	School	District
Program Improvement Status	Not In PI	Not In PI

First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the Undergraduate Admission & Requirements Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	0.7	1.6	0.3	1.2	1.8	1.5	4.4	3.9	5.7
Graduation Rate	99.1	99.4	97.4	96.2	96.3	94.5	80.6	80.2	78.6

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2009-10 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	96.8	95.3	N/A
African American	100.0	99.9	N/A
American Indian or Alaska Native	99.6	99.9	N/A
Asian	100.0	99.9	N/A
Filipino	99.6	99.9	N/A
Hispanic or Latino	98.6	97.4	N/A
Pacific Islander	100.0	100.0	N/A
White (not Hispanic)	98.9	98.5	N/A
Socioeconomically Disadvantaged	100.0	100.0	N/A
English Learners	100.0	100.0	N/A
Students with Disabilities	98.6	99.0	N/A

Career Technical Education Programs (School Year 2009-10)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

San Dimas High School offers outstanding Career Technical Education pathways in the areas of Filmmaking and Animation, Digital Video Media, Photography, Athletic Training, and Human Development. Capstone courses in these areas offer students an opportunity to earn a certificate for use at a post-secondary institution or in the job market. The SDHS Career Center staff works closely with CTE instructors and counselors to ensure that students have access to a variety of resources to assist them in their transition from high school to adulthood; these opportunities include financial aid workshops, an annual Career Day, an annual College Fair, and on-campus visits from universities, community colleges, and trade schools.

Career Technical Education Participation (School Year 2009-10)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	735
Percent of the school's pupils completing a CTE program and earning a high school diploma	8.0%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	20.0%

Courses for University of California and/or California State University Admission (School Year 2008-09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE DataQuest Web page.

UC/CSU Course Measure	Percent

Students Enrolled in Courses Required for UC/CSU Admission	64.7%
Graduates Who Completed All Courses Required for UC/CSU Admission	27.5%

**The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

Advanced Placement Courses (School Year 2009-10)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	0
English	2	5.6%
Fine and Performing Arts	1	1.3%
Foreign Language	2	2.5%
Mathematics	3	5.3%
Science	2	15.5%
Social Science	3	11.5%
All courses	13	41.7%

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.

In addition to various conferences and workshops, the District provides three pupil free staff development days each year. Staff development topics are reinforced through ongoing training at monthly staff meetings. Staff development topics focus on research based instructional strategies, curriculum development and school climate.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2009, Grade 4	210	220	30	18	5
Reading 2009, Grade 8	253	262	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2009, Grade 4	73	95	71	84
Reading 2009 Grade 8	81	95	72	84
Mathematics 2009, Grade 4	81	95	72	83
Mathematics 2009, Grade 8	85	96	78	92