

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	San Ysidro High	District Name	Sweetwater Union High
Street	5353 Airway Rd.	Phone Number	(619) 691-5500
City, State, Zip	San Diego, CA, 92154	Web Site	http://www.suhsd.k12.ca.us
Phone Number	(619) 710-2300	Superintendent	Edward Brand
Principal	Hector Espinoza	E-mail Address	edward.brand@sweetwaterschools.org
E-mail Address	hector.espinoza@sweetwaterschools.org	CDS Code	37684113731502

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

San Ysidro High School opened its doors to students of the San Ysidro community in the year 2002-2003 to a class of 500 9th graders of which 98% were classified as Latino/Hispanic. Currently, San Ysidro High School is the only high school that serves the rapidly growing community of San Ysidro. SYHS sits on 52 acres of land located two miles away from the border with Mexico and is one of twelve comprehensive high schools in the Sweetwater Union High School District. The school served almost 1200 ninth and tenth graders in the 2003-2004 academic year, 1800 students in the 2004-2005 academic year, and 2400 students in the 2005-2006 school year. In 2006, San Ysidro High School hosted the first graduating class with over 90% percent of these students enrolling in a two or four year university. In a survey, roughly half of our student population reported their parents had not completed high school; three-quarters of the students are English language learners; about 95 percent of the students are Latino/Hispanic. More than one-quarter of our students come from families that receive public assistance while 85% of them qualify for free or reduced price lunch meals.

Mission Statement:

The mission of San Ysidro High School, an international academic gateway to the Pacific Rim economy, is to ensure all students achieve maximum personal and academic potential to successfully compete and lead a dynamic global economy through a system of learning distinguished by:

- A professional culture of instructional leadership and support
- Rigorous learning experiences designed for standards mastery
- Engaged families and community partners
- Accessibility to advanced technological resources
- Rich traditions that promote pride in the COUGAR WAY

The vision of the Sweetwater Union High School District is to fulfill the promise of 100% student success.

Opportunities for Parental Involvement (School Year 2010–11)

Parents of San Ysidro High School students have the opportunity to be involved in a series of activities which include the following: The Parent Volunteer Program, School Site Council, State Compensatory Education Committee, Title I Parent Committee, ELAC (English Learner Advisory Committee) Parent Committee, DELAC (District English Learner Advisory Committee) Parent Committee, CAFE (California Association for Bilingual Education) Conference, Ninth Grade Orientation for Parents, Open House, Coffee with the Principal, Parent PLC (Professional Learning Community that consists of parent leaders on campus), Parenting classes offered through San Ysidro Health Center, San Ysidro High School Parent Institute (parents learn how to understand and navigate the high school and college systems),

CAHSEE/CST Parent Meeting, ZUMBA, ESL, Citizenship classes through San Ysidro Adult School, AVID parent group, various parent meetings for programs such as GATE, SPED, AVID, Medical Pathways and Advanced Placement, Parent Center as well as the state recognized 21st Century After School Program.

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

Grade Level	Number of Students
Grade 9	639
Grade 10	680
Grade 11	627
Grade 12	511
Total Enrollment	2,464

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.2%
American Indian or Alaska Native	0.0%
Asian	0.6%
Filipino	2.2%
Hispanic or Latino	92.9%
Native Hawaiian or Pacific Islander	0.2%
White	0.9%
Two or More Races	2.0%
Socioeconomically Disadvantaged	85.1%
English Learners	72.8%
Students with Disabilities	12.1%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	20	42	30	27	16	35	28	28	16	32	35
Mathematics	33	10	30	42	30	7	34	31	30	6	34	33
Science	27	14	41	9	28	7	50	5	28	9	36	14
Social Science	32	4	25	33	32	4	26	33	33	2	23	41

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

III. School Climate

School Safety Plan (School Year 2010–11)

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year. SYHS has instituted a Community Emergency Response Team made up of classified and certificated staff members to be activated in case of a school-wide disaster.

Key Elements of the Plan for the 2011-2012 school year:

- Develop Site Safety Binder (to be distributed to all school staff)
- Train all staff on emergency procedures during the school year’s first staff meeting
- Comply with 3 in 1 safety drills
- Assessment of current crime in school
- Identify strategies and programs that provide safety on campus

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	9.35%	10.70%	10.60%	11.49%	9.97%	12.65%
Expulsions	0.00%	0.13%	0.10%	0.06%	0.13%	0.14%

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Age of School Buildings

The school has approximately 95 classrooms, a library, an administration building, a cafeteria and a gymnasium. The main campus was built in 2002. Additions were constructed in 2004. Four portable classrooms were constructed in 2004 for NJROTC. An additional 10 portable classrooms were constructed in the summer of 2005.

The school opened in 2002 with an administration building, 35 classrooms, and a library.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to

develop cleaning schedules to ensure a clean and safe school, including routine cleaning of all restrooms after every nutrition and lunch break.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Due to state budgetary issues, there are no matching funds being provided via the State School Deferred Maintenance Program for the 2011-12 school year. For the 2011-12 school year, the district has budgeted \$822,146 for the deferred maintenance program. This represents .2507% of the district's general fund budget.

Deferred Maintenance Projects

The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

For the 2011-12 school year, there are no modernization / expansion projects planned.
For the 2011-12 school year, there are no new construction projects planned.

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

Date of Williams Visit: August 11, 2011

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	107	102	101	1,590
Without Full Credential	1	1	0	20
Teaching Outside Subject Area of Competence (with full credential)	5	1	3	61

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	4

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	90.39%	9.61%
All Schools in District	65.40%	34.60%
High-Poverty Schools in District	58.66%	41.34%
Low-Poverty Schools in District	81.41%	18.59%

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

VI. Support Staff

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	410
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	1	

Library Media Services Staff (paraprofessional)	1	
Psychologist	1	
Social Worker	0	
Nurse	1	
Speech/Language/Hearing Specialist	0.8	
Resource Specialist (non-teaching)		
Other	5	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

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

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

Year and month in which data were collected: September 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to www.suhdsd.k12.ca.us .	Yes	0%
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry and Intermediate Algebra were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to www.suhdsd.k12.ca.us .	Yes	0%
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to www.suhdsd.k12.ca.us .	Yes	0%
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to www.suhdsd.k12.ca.us .	Yes	0%
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Grades 9 - 12 texts were approved by the Board of Trustees as	Yes	0%

	being standards-based. For the adopted textbook list go to www.suhsd.k12.ca.us .		
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to www.suhsd.k12.ca.us .	Yes	0%
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental and vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to www.suhsd.k12.ca.us .	Yes	0%
Science Laboratory Equipment (grades 9-12)	One set of lab equipment per lab station.	Yes	0%

VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,861	\$340	\$4,521	\$72,788
District			\$3,073	\$71,611
Percent Difference – School Site and District			47%	2%
State			\$5,455	\$70,570
Percent Difference – School Site and State			26%	5%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Types of Services Funded (Fiscal Year 2010–11)

--

General Operations -	services, materials, and support to the general education program
GATE -	specialized learning assistance for students with great ability, achievement, or potential
Title II -	support to school monies for specific services focused on interventions (Tutoring, Beyond the Bell, CAHSEE Academies, interventions)
Credit Recovery -	specialized funding for Credit Recovery only
Title I -	specialized learning assistance for disadvantaged students to meet state standards
SCE-	specialized learning assistance for the students needing support to meet academic proficiency
EIA/LEP -	specialized learning assistance for students who are acquiring English as a second language
21 st Century Grant-	After school program which provides social and academic services and programs for students beyond the regular school day (i.e., art club, business club, soccer club)

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,822	\$42,954
Mid-Range Teacher Salary	\$69,981	\$69,905
Highest Teacher Salary	\$91,613	\$89,464
Average Principal Salary (Middle)	\$131,770	\$121,722
Average Principal Salary (High)	\$139,794	\$128,348
Superintendent Salary	\$250,920	\$205,119
Percent of Budget for Teacher Salaries	39.00%	37.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

- California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	27%	36%	38%	44%	49%	54%	50%	52%	54%
Mathematics	17%	23%	31%	32%	35%	39%	46%	48%	50%
Science	22%	31%	35%	47%	54%	62%	50%	53%	56%
History-Social Science	31%	43%	44%	38%	43%	49%	41%	44%	48%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	54%	39%	62%	49%
All Students at the School	38%	31%	35%	44%

Male	36%	32%	35%	50%
Female	40%	30%	35%	37%
Black or African American	43%	42%	45%	47%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	75%	53%	0%	82%
Filipino	80%	61%	88%	94%
Hispanic or Latino	36%	30%	32%	41%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	74%	43%	0%	82%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	35%	30%	32%	40%
English Learners	11%	24%	10%	17%
Students with Disabilities	27%	34%	0%	11%
Students Receiving Migrant Education Services	27%	40%	0%	0%

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	33%	45%	49%	48%	52%	62%	52%	54%	59%

Mathematics	48%	57%	61%	56%	58%	64%	53%	54%	56%
-------------	-----	-----	-----	-----	-----	-----	-----	-----	-----

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	38%	28%	34%	36%	39%	25%
All Students at the School	51%	27%	22%	39%	38%	23%
Male	52%	30%	19%	36%	37%	26%
Female	51%	24%	25%	41%	40%	19%
Black or African American	38%	31%	31%	31%	46%	23%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	6%	94%	0%	44%	56%
Hispanic or Latino	54%	28%	19%	40%	38%	22%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	36%	18%	45%	27%	55%	18%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	54%	28%	18%	39%	38%	23%
English Learners	85%	13%	2%	59%	30%	11%
Students with Disabilities	84%	12%	4%	77%	18%	5%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

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

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

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

9	10.50%	29.80%	33.30%
---	--------	--------	--------

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2008	2009	2010
Statewide	2	3	5
Similar Schools	6	9	9

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	17	64	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	18	65	4
Native Hawaiian or Pacific Islander			
White			

Two or More Races	N/D		
Socioeconomically Disadvantaged	19	69	-2
English Learners	10	69	11
Students with Disabilities	-40	25	48

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

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

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

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,714	739	31,162	785	4,683,676	778
Black or African American	19	785	1,172	776	317,856	696
American Indian or Alaska Native	7		173	783	33,774	733
Asian	15	892	669	899	398,869	898
Filipino	44	907	2,952	886	123,245	859
Hispanic or Latino	1,588	730	22,964	760	2,406,749	729
Native Hawaiian or Pacific Islander	5		227	805	26,953	764
White	30	869	2,954	845	1,258,831	845
Two or More Races	6		31	636	76,766	836
Socioeconomically Disadvantaged	1,467	728	18,010	750	2,731,843	726
English Learners	1,339	722	14,505	726	1,521,844	707
Students with Disabilities	214	567	3,657	604	521,815	595

Adequate Yearly Progress

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

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

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

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

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

Federal Intervention Program (School Year 2011–12)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		14
Percent of Schools Currently in Program Improvement		46.7%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

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

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

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	3.4	4.5	0.7	3.9	3.7	2.8	4.9	5.7	4.6
Graduation Rate	85.93	80.36	85.81	85.73	84.98	88.25	80.21	78.59	80.44

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

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011 *		
	School	District	State
All Students	Not Available	Not available	Not Available
Black or African American	Not Available	Not available	Not Available
American Indian or Alaska Native	Not Available	Not available	Not Available
Asian	Not Available	Not available	Not Available
Filipino	Not Available	Not available	Not Available
Hispanic or Latino	Not Available	Not available	Not Available

Native Hawaiian or Pacific Islander	Not Available	Not available	Not Available
White	Not Available	Not available	Not Available
Two or More Races	Not Available	Not available	Not Available
Socioeconomically Disadvantaged	Not Available	Not available	Not Available
English Learners	Not Available	Not available	Not Available
Students with Disabilities	Not Available	Not available	Not Available

* Data not available at time of posting.

Career Technical Education Programs (School Year 2010–11)

Career and Technical Education is committed to provide students with challenging opportunities in which they can expand their academic content areas while preparing them for careers in a multitude of fields. San Ysidro High School offers the following programs: Careers in Health Sciences, medical technology, healthcare essentials, medical assistant administration, medical assistant clinic, and phlebotomy.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	180
Percent of pupils completing a CTE program and earning a high school diploma	7%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	66%

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	68.3%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	34.1%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	5	
Fine and Performing Arts	1	
Foreign Language	6	
Mathematics	2	

Science	4	
Social Science	6	
All courses	24	4.6%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

For the 2008-09 school year, staff participated in 4 staff development (non-instructional) days. These meeting days were used for pre-school-year planning, developing the vision for learning, Professional Learning Communities and training on Data Director. SYH staff has also continued with our professional development of Pro-Hour days during which the day for students begins at 10:00 a.m. Staff meets for professionally related work as departments or in professional learning communities (PLC's). Pro-hour schedules and activities are developed and agreed upon by the Principal and staff of SYHS and are part of the contract between the members of the union bargaining team and the School. Teachers are also released to work in Professional Learning Communities as part of professional development in department pull-outs. Staff participates in Curriculum, Instruction and Assessment teams (CIA) in all content areas.

For the 2009-10 school year, staff participated in 4 staff development (non-instructional) days. These meeting days were used for pre-school-year planning, developing Understanding by Design lesson plans, and meeting in our Professional Learning Communities. SYH staff has also continued with our professional development Pro-Hour days during which the day for students begins at 10:00 a.m. Staff meets for professionally related work as departments or in professional learning communities (PLC's). Pro-hour schedules and activities are developed and agreed upon by the principal and staff of SYHS and are part of the contract between the members of the union bargaining team and the school. Teachers are also released to work in Professional Learning Communities as part of professional development in department pull-outs. Staff members are invited to various professional development opportunities offered by the district office. Some of these trainings and/or seminars include: Curriculum, Instruction and Assessment teams, Science Bridge, Data Director, Coaching for Excellence, Understanding by Design, BTSA, Special Services, Sheltered English Instruction (SEI), and Quality Teaching for English Learners (QTEL).

For the 2010-11 school year, staff participated in 4 staff development (non-instructional) days and continued meeting in our Professional Learning Communities. During this time, staff met to develop Understanding by Design lesson plans, as well as implementation of Daily Learning Targets and Academic Language Development. Staff also meets during professional curriculum pull-out days to disseminate data to help students become more successful. Pro-hour schedules and activities are developed and agreed upon by the principal and staff of SYHS and are part of the contract between the members of the union bargaining team and the school. Teachers are also released to work in Professional Learning Communities as part of professional development in department pull-outs. Staff members are invited to various professional development opportunities offered by the district office. Some of these trainings and/or seminars include: Curriculum, Instruction, and Assessment teams, Data Director, Coaching for Excellence, Understanding by Design, BTSA, Special Services, SEI, and Advancement Via Individual Determination (AVID).