



Sentinel High School

School Accountability Report Card, 2011–2012
Waterford Unified School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



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SCHOOL WISE PRESS

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2011–2012 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average continuation high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

http://www.schoolwisepress.com/sarc/links_2012_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

How to Contact Our School

121 S. Reinway Ave.
Waterford, CA 95386
Principal: Peggy Herndon
Phone: (209) 874-9017

How to Contact Our District

219 North Reinway
Waterford, CA 95386
Phone: (209) 874-1809
<http://www1.waterford.k12.ca.us/>



» Contents

ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

[Principal's Message](#)
[Measures of Progress](#)
[Student Achievement](#)
[Preparation for College and the Workforce](#)
[Students](#)
[Climate for Learning](#)
[Leadership, Teachers, and Staff](#)
[Resources](#)
[School Expenditures](#)
[Adequacy of Key Resources 2012–2013](#)
[Data Almanac](#)



Published by
SCHOOL WISE PRESS
466 Green Street, Suite 303
San Francisco, CA 94133
Phone: (415) 432-7800
www.schoolwisepress.com

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» Principal's Message

Sentinel High School (SHS) is a model alternative high school that provides students the opportunity to recover credits as they complete their graduation requirements. SHS is best described as a school that strives to reach its potential. Each year we revise our educational practices and establish new programs.

Thank you for taking time to review our School Accountability Report Card. We hope the information in this report will give you a better understanding of our educational program and the level of student achievement at our school. The faculty and staff at Sentinel High School believe that all of our students can succeed in school. Each year teachers receive training to improve their teaching techniques, and, as a result, we have seen improvements in the academic performance of our students.

High school should be a time of academic skill development, social maturation, and preparation for adult life. Our goal is to provide a quality educational program for all students. Sentinel High School's goal for this year was to implement online classes offered through Education 2020. The school was able to offer English and History for credit recovery and three additional elective classes. We have faced some challenges with the online classes but are working through them.

Peggy Herndon, PRINCIPAL

Grade range and calendar

10–12

TRADITIONAL

Academic Performance Index

N/A

County Average: 526

State Average: 559

Student enrollment

25

County Average: 177

State Average: 143

Major Achievements

- As an alternative school, Sentinel High School has set up and monitored California High School Exit Exam (CAHSEE) preparation classes. An intervention class is offered through the afterschool program using an Internet program called Study Island.
- Sentinel High School began its first club, Protecting Health And Slamming Tobacco (PHAST). It has been a big success allowing students to be more involved and participate in trainings offered in other settings.

Focus for Improvement

- Use time dedicated to staff development to help teachers reach our expectations for the ways daily class instruction should help students achieve educational goals.
- Continue to strive to meet the goals outlined in our school site plan.
- Develop support programs to help students pass the CAHSEE. Sentinel High School students who are taking the CAHSEE are students who have not passed it on their first attempt; they are enrolled in a CAHSEE intervention class and 90 percent of them will pass the exam on their second attempt.
- Provide extra help in algebra, geometry, and English, and assist English Learners in language development.
- Support SHS students to reach API and AYP growth targets.
- Provide training for teachers to improve the way they deliver instruction.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

An API could not be created for our school because the number of students taking the required tests was too small (fewer than 11) to be statistically reliable. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2010–2011 test results, we started the 2011–2012 school year with a base API of 615. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all continuation high schools in California, our school ranked 1 out of 10.

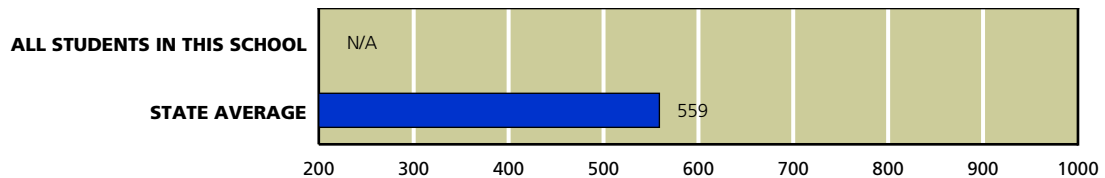
API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	N/A
Met growth target for prior school year	No
API score	N/A
Growth attained from prior year	N/A
Met subgroup* growth targets	N/A

SOURCE: API based on spring 2012 test cycle. Growth scores alone are displayed and are current as of November 2012.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. N/A - Results not available.

API, Spring 2012



SOURCE: API based on spring 2012 test cycle. State average represents continuation high schools only.

NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met three out of four criteria for yearly progress. Because we fell short in one area, we did not make AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE) and the California Alternate Performance Assessment (CAPA): 77.8 percent on the English/language arts test and 77.4 percent on the math test. All significant ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 740 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE or CAPA. Fourth, the graduation rate for the class of 2011 must be higher than 90 percent (or satisfy alternate improvement criteria).

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide participation rate	Yes
Met schoolwide test score goals	No
Met subgroup* participation rate	N/A
Met subgroup* test score goals	N/A
Met schoolwide API for AYP	N/A
Met graduation rate	N/A
Program Improvement school in 2012	Yes

SOURCE: AYP is based on the Accountability Progress Report of October 2012. A school can be in Program Improvement based on students' test results in the 2011–2012 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE OR CAPA?	DID 77.8% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?	DID 95% OF STUDENTS TAKE THE CAHSEE OR CAPA?	DID 77.4% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?
SCHOOLWIDE RESULTS	●	●	●	●

SOURCE: AYP release of October 2012, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2011–2012 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

NOTE: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

Program Improvement, a Federal Intervention Program

A BRIEF HISTORY OF OUR SCHOOL'S PLACEMENT IN PROGRAM








IMPROVEMENT: Sentinel was placed on the list of schools needing improvement (also known as Program Improvement, or PI) for the first time in 2012. In California, 17 continuation high schools were in stage 1 of PI as of November 2012.

THE STAGES OF PROGRAM IMPROVEMENT: Program Improvement is a five-stage process for monitoring, improving, and, if necessary, reorganizing any school that receives federal money under the Title I section of No Child Left Behind (NCLB). Schools in PI get extra attention from their district office to help them improve.

When a school misses even one of its goals for Adequate Yearly Progress, it is at risk of entering PI. If a school misses the same AYP goals two years in a row, it enters stage 1 of PI. Each subsequent year that a school misses any of its AYP goals, it goes one stage deeper into the process. Each stage results in increasingly severe consequences. The first stage gives parents the right to choose another school. In the second stage, students have the right to free tutoring in addition to the option to change schools. The last three stages can result in a change of staff and leadership, the conversion of the school to charter status, transferring the school to another district, or even the school's closure.

FEDERAL INTERVENTION PROGRAM	
PI	
PROGRAM IMPROVEMENT	
In PI since	2012
Stage of PI	1 of 5
Change in 2012	Entered PI

SOURCE: PI status is based on the Accountability Progress Report of October 2012. A school can be in Program Improvement based on students' test results in the 2011–2012 school year or earlier.

YEAR	PI STAGE	SUMMARY OF EVENTS FOR THIS YEAR	AYP GOALS NOT MET  AYP GOALS MET 
2011	Not in PI	Sentinel met two of the four criteria for Adequate Yearly Progress established by the federal law known as No Child Left Behind (NCLB).	 
2012	1	We met three of the four criteria for Adequate Yearly Progress, causing the school to enter the first stage of Program Improvement.	  

SOURCE: PI status is based on the Accountability Progress Report of October 2012. A school can be in Program Improvement based on students' test results in the 2011–2012 school year or earlier. Some schools were in Program Improvement prior to the passage of No Child Left Behind, when the definition of PI was significantly modified.

CONSEQUENCES

PARENTS: Because Sentinel is in stage (year) 1 of PI, parents of students have just one option. They can enroll their children in different schools in the district. To see the list of these schools, parents can contact either the principal or the district office staff.

SCHOOL: The school's staff is revising its improvement plan. The staff is also using as much as ten percent of the school's Title I (federal) funds for coaching teachers.

DISTRICT: The district is establishing a peer review group to evaluate the school's annual improvement plan.

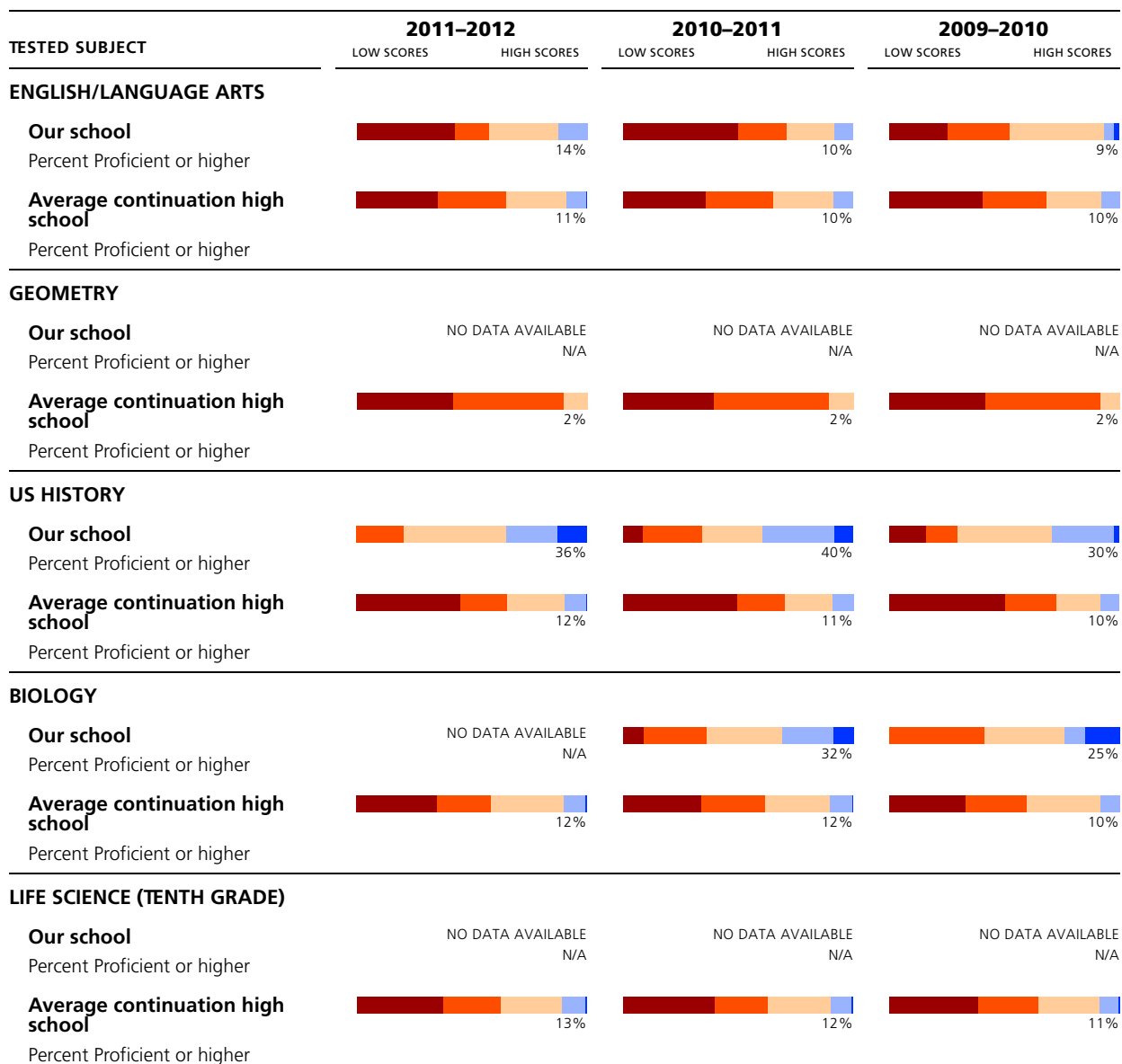
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average continuation high school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**



SOURCE: The scores for the CST are from the spring 2012 test cycle. State average represents continuation high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 59 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE's Web site](#). These are actual questions used in previous years.




WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You'll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT? California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we've selected biology and the tenth grade life science test. For math, we've selected two courses: Algebra I, which students take if they haven't studied and passed it in eighth grade; and Geometry. In social studies, we've selected US History, which is taken by all juniors (eleventh graders). English/language arts summarizes the results of students in grades nine through eleven.

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			14%	100%	SCHOOLWIDE AVERAGE: About three percent more students at our school scored Proficient or Advanced than at the average continuation high school in California.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			8%	87%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			11%	91%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	8	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	6	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	11	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	3	
Low income	NO DATA AVAILABLE		N/A	9	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	5	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	14	

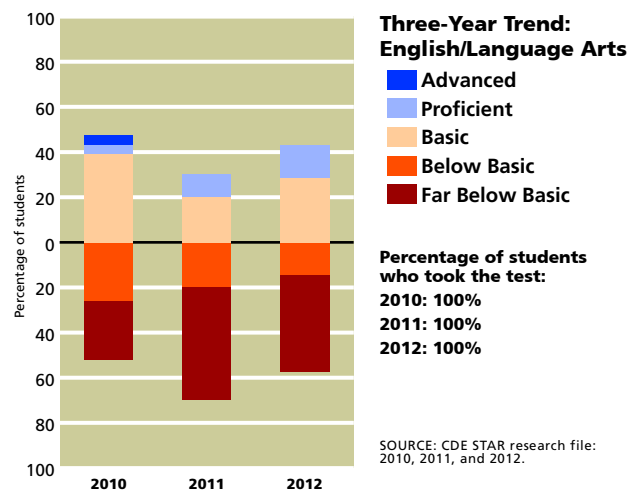
SOURCE: The scores for the CST are from the spring 2012 test cycle. County and state averages represent continuation high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).



You can read the California standards for [English/language arts](#) on the CDE's Web site.



Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	14%	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			4%	71%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			3%	38%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	N/A	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	2	
English proficient	NO DATA AVAILABLE		N/A	1	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	1	
Low income	NO DATA AVAILABLE		N/A	2	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	2	

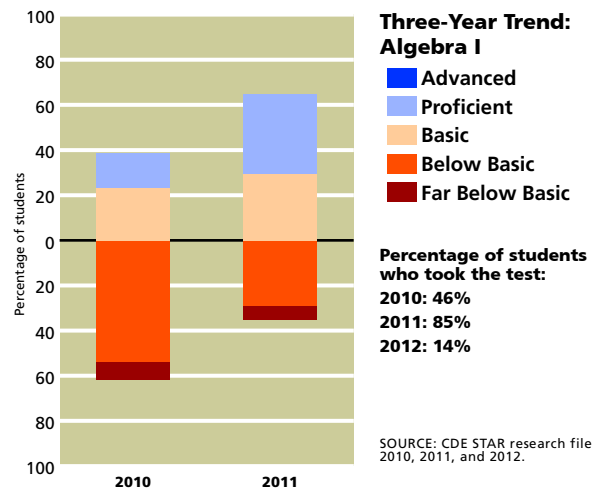
SOURCE: The scores for the CST are from the spring 2012 test cycle. County and state averages represent continuation high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took algebra is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).



About 14 percent of our students took the algebra CST, compared with 38 percent of all continuation high school students statewide. To read more about California's **math standards**, visit the CDE's Web site.



Geometry

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	N/A	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			0%	9%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			2%	14%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	N/A	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	N/A	
English proficient	NO DATA AVAILABLE		N/A	N/A	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	N/A	

SOURCE: The scores for the CST are from the spring 2012 test cycle. County and state averages represent continuation high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

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N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

To read more about the [math standards for all grades](#), visit the CDE's Web site.

US History

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			36%	100%	SCHOOLWIDE AVERAGE: About 24 percent more students at our school scored Proficient or Advanced than at the average continuation high school in California.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			10%	87%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			12%	91%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	8	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	6	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	11	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	3	
Low income	NO DATA AVAILABLE		N/A	9	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	5	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	14	

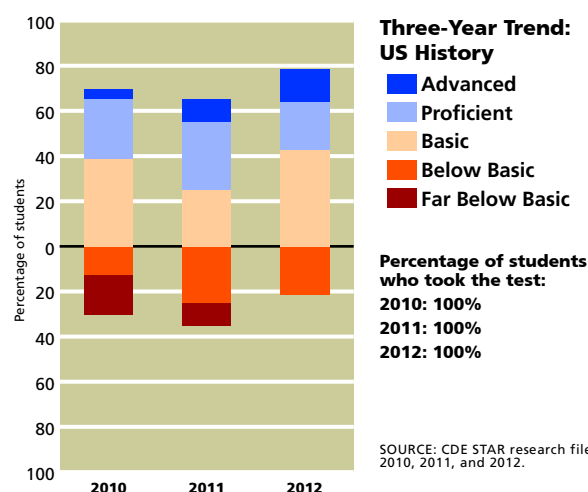
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N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).



To read more about the eleventh grade **US history standards**, visit the CDE's Web site.



Biology

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	14%	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			15%	44%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			12%	27%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	2	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	N/A	
English proficient	NO DATA AVAILABLE		N/A	2	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	2	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	2	

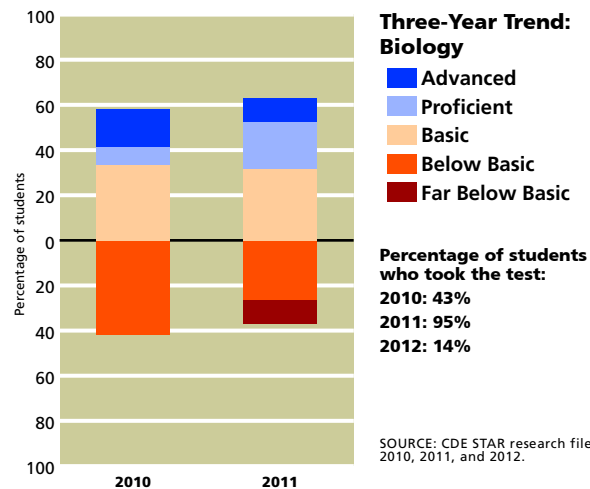
SOURCE: The scores for the CST are from the spring 2012 test cycle. County and state averages represent continuation high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took biology is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).



About 14 percent of our students took the biology CST, compared with 27 percent of all continuation high school students statewide. To read more about the [California standards for science](#) visit the CDE's Web site.



Life Science (Tenth Grade)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):



GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	N/A	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			15%	78%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			13%	84%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):



GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	N/A	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	N/A	
English proficient	NO DATA AVAILABLE		N/A	N/A	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	N/A	

SOURCE: The scores for the CST are from the spring 2012 test cycle. County and state averages represent continuation high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

PREPARATION FOR COLLEGE AND THE WORKFORCE

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	N/A	0%	0%
SAT critical reading	Average score of those who took the SAT critical reading test	N/A	488	495
SAT math	Average score of those who took the SAT math test	N/A	500	513
SAT writing	Average score of those who took the SAT writing test	N/A	487	494

SOURCE: SAT test data provided by the College Board for the 2010–2011 school year. County and state averages represent continuation high schools only.

The College Board did not report how many of Sentinel's students took the SAT.

College Preparation

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
2011 graduates meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	0%	0%	3%

SOURCE: Enrollment in UC/CSU qualifying courses comes from CALPADS, October 2011. County and state averages represent continuation high schools only.

In the 2010–2011 school year, zero percent of Sentinel's graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared with three percent of students statewide. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the [California State University](#) system requires applicants to take in high school, which are referred to as the A–G course requirements, can be reviewed on the CSU's official Web site. The [University of California](#) has the same set of courses required.

Advanced Placement Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years, including [Advanced Placement](#) (AP) courses. These courses are intended to be the most rigorous and challenging courses available. Most colleges regard AP courses as the equivalent of a college course.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Enrollment in AP courses	Percentage of AP course enrollments out of total course enrollments	0%	0%	0%

SOURCE: This information provided by the California Department of Education.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their materials. The number of AP courses offered is one indicator of a school's commitment to prepare its students for college, but students' participation in those courses and their test results are, in part, a measure of student initiative.

Students who take AP courses and pass the AP exams with scores of 3 or higher may qualify for college credit. Our high school offers no AP courses.

More information about the [Advanced Placement program](#) is available from the College Board.

AP COURSES OFFERED	NUMBER OF COURSES
Fine and Performing Arts	0
Computer Science	0
English	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total	0

SOURCE: This information is provided by the California Department of Education.

AP Exam Results, 2010–2011

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams	N/A	N/A	0%
Number of AP exams taken	Average number of AP exams each of these students took in 2010–2011	N/A	N/A	0.6
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	N/A	N/A	28%

SOURCE: AP exam data provided by the College Board for the 2010–2011 school year.

The College Board did not report the number of Sentinel students taking AP exams.

California High School Exit Examination

Students first take the California High School Exit Examination (CAHSEE) in the tenth grade. If they don't pass either the English/language arts or math portion, they can retake the test in the eleventh or twelfth grades. Here you'll see a three-year summary showing the percentage of tenth graders who scored Proficient or Advanced. (This should not be confused with the passing rate, which is set at a somewhat lower level.)

Answers to [frequently asked questions](#) about the exit exam can be found on the CDE Web site. Additional information about the [exit exam results](#) is also available there.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2011–2012	N/A	53%	56%
2010–2011	N/A	65%	59%
2009–2010	N/A	60%	54%
Math			
2011–2012	N/A	53%	58%
2010–2011	N/A	53%	56%
2009–2010	N/A	57%	54%

SOURCE: California Department of Education, SARC research file.

The table that follows shows how specific groups of tenth grade students scored on the exit exam in the 2011–2012 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

Sample [questions and study guides](#) for the exit exam are available for students on the CDE Web site.

CAHSEE Results by Subgroup

	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: California Department of Education, SARC research file. Scores are included only when 11 or more students are tested. When small numbers of students are tested, their average results are not very reliable.

High School Completion

This table shows the percentage of seniors in the graduating class of 2012 who met our district's graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

Students can retake all or part of the CAHSEE twice in their junior year and up to five times in their senior year. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation.

More data about [CAHSEE results](#), and additional detail by gender, ethnicity, and English language fluency, is available on the CDE Web site.

GROUP	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2012)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	52%	22%
African American	N/A	33%
American Indian or Alaska Native	N/A	N/A
Asian	N/A	21%
Filipino	N/A	N/A
Hispanic or Latino	0%	0%
Pacific Islander	N/A	N/A
White (not Hispanic)	N/A	N/A
Two or more races	N/A	N/A
Socioeconomically disadvantaged	56%	19%
English Learners	50%	49%
Students with disabilities	100%	17%

SOURCE: This data comes from the school district office.

Dropouts and Graduates

DROPOUT RATE: We define a [dropout](#) as any student who left school before completing the 2010–2011 school year, or who hasn't re-enrolled in school for the 2011–2012 year by October 2011.

In the past, identifying dropouts was difficult because students often did not report why they were leaving or where they were going. Now districts use the Statewide Student Identifier (SSID), which can locate students who have enrolled in schools elsewhere in

California, making dropout counts more accurate. This tracking system has been in place since the 2006–2007 school year. As a result, this data is only available for the graduating classes of 2010 and 2011.

GRADUATION RATE: This is the first year that the California Department of Education has relied upon its new system for counting whether individual students graduate in four years. Because officials have gathered this data for five years, they are now able to report on the graduation rates of the students who graduated in 2010 and 2011. This new approach to tracking individual students replaces a method of estimating graduation rates based on the numbers of students enrolled in each grade level. As a result, the new method is far more accurate.

Note that the high school completion rate we report in the preceding section shows only how many seniors graduated. The rate we report here indicates how students have fared over the four years leading to graduation.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (four year)			
Class of 2011	40%	17%	14%
Class of 2010	32%	20%	17%
Graduation rate (four year)			
Class of 2011	52%	76%	76%
Class of 2010	68%	75%	75%

SOURCE: Dropout data comes from CALPADS, October 2011. County and state averages represent continuation high schools only.

Workforce Preparation

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled zero students in career technical education courses.

You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about [career technical education](#) policy is available on the CDE Web site.

KEY FACTOR	OUR SCHOOL
Number of students participating in CTE courses	0
Percentage of students completing a CTE program and earning a high school diploma	0%
Percentage of CTE courses coordinated with colleges	0%

SOURCE: Information provided by the school district.

STUDENTS

Students' English Language Skills

At Sentinel, 92 percent of students were considered to be proficient in English, compared with 77 percent of continuation high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	92%	75%	77%
English Learners	8%	25%	23%

SOURCE: Language census for the 2011–2012 school year. County and state averages represent continuation high schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the two students classified as English Learners. At Sentinel, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	100%	94%	95%
Vietnamese	0%	0%	0%
Cantonese	0%	0%	0%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	0%
Khmer/Cambodian	0%	2%	0%
All other	0%	4%	3%

SOURCE: Language census for the 2011–2012 school year. County and state averages represent continuation high schools only.

Ethnicity

Most students at Sentinel identify themselves as White. In fact, there are about three times as many White students as Hispanic/Latino students, the second-largest ethnic group at Sentinel. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	0%	5%	10%
Asian American/ Pacific Islander	0%	4%	4%
Hispanic/Latino	24%	61%	63%
White	68%	24%	20%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2011. County and state averages represent continuation high schools only.

Family Income and Education

The [free or reduced-price meal](#) subsidy goes to students whose families earned less than \$41,348 a year (based on a family of four) in the 2011–2012 school year. At Sentinel, 67 percent of the students qualified for this program, compared with 59 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	67%	61%	59%
Parents with some college	23%	26%	36%
Parents with college degree	8%	7%	13%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2011–2012 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 23 percent of the students at Sentinel have attended college and eight percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 52 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The table at the right shows average class sizes for core courses. The average class size of all courses at Sentinel varies from a low of 12 students to a high of 20. Our average class size schoolwide is 14 students. The average class size for continuation high schools in the state is 17 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	OUR DISTRICT
English	13	13
History	12	12
Math	20	20
Science	17	17

SOURCE: California Department of Education, SARC Research File. District averages represent continuation high schools only.

Safety

Our administration, director of operations, and campus resources staff monitor school grounds to ensure that our campus is safe. We supervise facilities from before school begins until after school ends. Teachers help with morning supervision.

We have recently drafted and modified a School Safety Plan that addresses our school's specific safety needs. We maintain a closed campus and check facilities, grounds, and equipment regularly for any problems.

We have routine fire and earthquake drills.

Parent Involvement

We urge parents to become involved in our campus and school committees. Parents also participate on our School Site Council and our district English Language Advisory Committee. We also have a District Education Foundation that provides local scholarships. Parents can contact our booster groups, vice-principal, or principal for more information about volunteering at our school.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

At the end of 2010–2011, Peggy Herndon replaced Tim Swartz as principal of Sentinel High School. Peggy has worked for the Waterford School District for 12 years her roles as teacher, alternative education coordinator, and assistant principal at Waterford High School. Our leadership has not changed.

Important decision-making groups in our school include the School Site Council (SSC), which comprises the principal, faculty members, parents, and students, and the English Language Advisory Committee (ELAC), which includes parents of English Learners.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	N/A	N/A	N/A
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	N/A	N/A

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

PLEASE NOTE: Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable as of November 2012.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “**highly qualified**.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation** (HOUSSE) rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2012–2013 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state’s schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state’s schools are in this category.

		CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
DISTRICT FACTOR	DESCRIPTION	
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	8%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	8%
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	0%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you’ll see the amount of time each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2011–2012	0.0
2010–2011	0.0
2009–2010	N/A

SOURCE: This information is supplied by the school district.

Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

ACADEMIC GUIDANCE COUNSELORS: More information about [counseling and student support](#) is available on the CDE Web site.

Specialized Programs and Staff

In addition to teachers and administrators, our school employs other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Students have access to these staff members either individually or through specific programs, although most of them work part-time at our school. For more information on our specialized programs and staff, please contact our principal.

STAFF POSITION	STAFF (FTE)
Academic counselors	0.0
Behavioral/career counselors	N/A
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: Data provided by the school district.

RESOURCES

Buildings

The main facility consists of three portable buildings purchased approximately 15 years ago. They are in good condition and located on the comprehensive high school site to better coordinate with the comprehensive school and provide further support to alternative education students.

Our custodial staff cleans and maintains all of our facilities daily.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#) and were brought about by the Williams legislation. You can look at the six-page [Facilities Inspection Tool](#) used for the assessment on the Web site of the OPSC.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2012–2013 school year and whether those [textbooks](#) covered the California Content Standards.

Curriculum

For many years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find information about the content standards for each subject at each grade level on the Web site of the [California Department of Education \(CDE\)](#). California adopted new Common Core Standards for English/language arts and math in August 2010. However, the full implementation of those standards is still a few years off. Please refer to the [CDE FAQs](#) for details about the new standards.

Science Labs

Facts about our science labs, called for by the Williams legislation, are available in an online report. What you will find is whether we had sufficient lab equipment and materials for our [science lab](#) courses during the 2012–2013 school year.

SCHOOL EXPENDITURES

Because Sentinel High School has a high percentage of low-income students, the school receives federal Title I funds to provide supplementary support services. We also offer online classes through Education 2020, Study Island for CAHSEE intervention. We have also been able to purchase dictionaries, thesaurus, and other supplemental materials for all students.

Spending per Student (2010–2011)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 34 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$10,018	\$5,485	83%	\$5,434	84%
Restricted funds (\$/student)	\$394	\$2,911	-86%	\$2,889	-86%
TOTAL (\$/student)	\$10,412	\$8,397	24%	\$8,323	25%

SOURCE: Information provided by the school district.

* Districts allocate most of their costs to school sites and attribute other costs to the district office. When calculating the district average for school level spending per student, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Expenditures, by Category (2010–2011)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries (all certificated staff)	\$259,474	\$0	\$259,474	72%
Other staff salaries	\$9,758	\$568	\$10,326	3%
Benefits	\$71,222	\$57	\$71,280	20%
Books and supplies	\$3,868	\$11,876	\$15,745	4%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	\$382	\$1,061	\$1,443	0%
TOTAL	\$344,704	\$13,563	\$358,267	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

Compensation per Staff with Teaching Credentials (2010–2011)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 1 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$136,355	\$61,627	121%	\$74,075	84%
Retirement benefits	\$8,916	\$5,072	76%	\$6,062	47%
Health and medical benefits	\$15,744	\$8,845	78%	\$10,417	51%
Other benefits	N/A	N/A	N/A	\$635	N/A
TOTAL	\$161,015	\$75,544	113%	\$91,189	77%

SOURCE: Information provided by the school district.

* Districts allocate most of their staff costs to school sites, but attribute other staff costs to the district office. One example is a reading resource teacher or librarian who works at all school sites. When calculating the district average for compensation per staff member, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Certificated Staff Compensation (2010–2011)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL *
Salaries	\$136,355	85%
Retirement benefits	\$8,916	6%
Health and medical benefits	\$15,744	10%
Other benefits	N/A	N/A
TOTAL	\$161,015	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2012. The CDE may release additional or revised data for the 2011–2012 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2011); Language Census (March 2012); California Standards Tests (spring 2012 test cycle); Academic Performance Index (November 2012 growth score release); Adequate Yearly Progress (October 2012).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources 2012–2013

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2012–2013. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2010–2011	2011–2012	2012–2013
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	0	0	0
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES: This report was completed on Friday, October 26, 2012.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2010–2011	2011–2012	2012–2013
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Friday, October 26, 2012.

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	FROM THE MOST RECENT OFFICIAL ADOPTION?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Foreign Languages	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

NOTES: This report was completed on Friday, October 26, 2012. This information was collected on Friday, October 26, 2012.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
OVERALL RATING	Good	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
A. SYSTEMS	Good	
Gas Leaks		No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		No apparent problems.
Sewer System		No apparent problems.
B. INTERIOR		
Interior Surfaces (Walls, Floors, and Ceilings)	Good	No apparent problems.
C. CLEANLINESS	Good	
Overall Cleanliness		No apparent problems.
Pest or Vermin Infestation		No apparent problems.
D. ELECTRICAL		
Electrical Systems and Lighting	Good	No apparent problems.
E. RESTROOMS/FOUNTAINS	Good	
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		No apparent problems.
F. SAFETY	Good	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
G. STRUCTURAL	Good	
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)		No apparent problems.

AREA	RATING	DESCRIPTION
Roofs		No apparent problems.
H. EXTERNAL	Good	
Playground/School Grounds		No apparent problems.
Windows, Doors, Gates, Fences (Interior and Exterior)		No apparent problems.
OTHER DEFICIENCIES	N/A	No apparent problems.

INSPECTORS AND ADVISORS: This report was completed on Friday, January 11, 2013 by Randy Azevedo (Maintenance). The facilities inspection occurred on Wednesday, August 24, 2011. There were no other inspectors used in the completion of this form.

SCIENCE LABS

Many science courses require that students conduct experiments. This gives our students a chance to practice the scientific method, in effect, learning science by doing science. Those courses are what we call lab courses, and, of course, they require equipment and materials. The purpose of the Williams legislation is to inform citizens if our schools have the proper equipment, and enough of it, for students to succeed. This legislation only requires high schools to provide this information.

Please note that there is no state standard for equipping science labs. The next best authority we have to rely upon is the policy of our own school board. So you'll see in our report whether our school board has voted to approve a standard for equipping our science labs. If you have further questions about the condition of our science labs, we recommend you speak with your child's science teacher directly.

COURSE TITLE	DID THE DISTRICT ADOPT ANY RESOLUTIONS TO DEFINE "SUFFICIENCY"?	IS THERE A SUFFICIENT SUPPLY OF MATERIALS AND EQUIPMENT TO CONDUCT THE LABS?
Biology	Yes	No
Chemistry	No	No
Earth Science	No	No

Notes

BIOLOGY	This report was completed on Friday, October 26, 2012.
CHEMISTRY	This report was completed on Friday, October 26, 2012.
PHYSICS	This report was completed on Friday, October 26, 2012.
EARTH SCIENCES	This report was completed on Friday, October 26, 2012.

» Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.



STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	25
Black/African American	0%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	24%
Pacific Islander	0%
White (not Hispanic)	68%
Two or more races	0%
Ethnicity not reported	8%
Socioeconomically disadvantaged	72%
English Learners	8%
Students with disabilities	4%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2011. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	13
Grade 12	12

SOURCE: CALPADS, October 2011.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2009–2010	2010–2011	2011–2012
English	19	15	13
History	19	20	12
Math	15	N/A	20
Science	22	N/A	17

SOURCE: CALPADS, October 2011. 2009–2010 data provided by the school district.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2009–2010			2010–2011			2011–2012		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	1	1	0	1	0	0	2	0	0
History	1	1	0	1	1	0	3	0	0
Math	1	0	0	0	0	0	1	0	0
Science	0	1	0	0	0	0	1	0	0

SOURCE: CALPADS, October 2011. Data for 2009–2010 provided by the school district.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the "healthy fitness zone" on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	MET FOUR OR MORE STANDARDS	MET FIVE OR MORE STANDARDS	MET ALL SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2011–2012 school year.

Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2011–2012 school year, we had 55 suspension incidents. We had one expulsion incident. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2011–2012	220	220	N/A
2010–2011	187	187	49
2009–2010	126	126	48
Expulsions per 100 students			
2011–2012	4	4	N/A
2010–2011	5	5	2
2009–2010	8	8	2

SOURCE: Data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent continuation high schools only.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district. We also present three years' of data about the number of teachers who lacked the appropriate subject-area authorization for one or more classes they taught.

TEACHERS	SCHOOL			DISTRICT
	2009–2010	2010–2011	2011–2012	2011–2012
With Full Credential	2	1	7	91
Without Full Credential	0	0	0	0
Teaching out of field	N/A	0	0	0

SOURCE: Information provided by the school district.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts, mathematics, science, and history/social science in grades nine through eleven. Student scores are reported as performance levels. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/ language arts	7%	10%	14%	50%	48%	51%	52%	54%	56%
History/social science	32%	40%	33%	41%	41%	44%	44%	48%	49%
Mathematics	14%	35%	0%	38%	40%	43%	48%	50%	51%
Science	0%	0%	0%	50%	48%	49%	54%	57%	60%

SOURCE: STAR results, spring 2012 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT SUBGROUP	STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/LANGUAGE ARTS 2011–2012	HISTORY/ SOCIAL SCIENCE 2011–2012	MATHEMATICS 2011–2012	SCIENCE 2011–2012
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	0%	0%	0%	0%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	0%	0%	0%	0%
Two or more races	N/A	N/A	N/A	N/A
Boys	0%	0%	0%	0%
Girls	0%	0%	0%	0%
Socioeconomically disadvantaged	0%	0%	0%	0%
English Learners	0%	0%	0%	0%
Students with disabilities	N/A	N/A	N/A	N/A
Receives migrant education services	0%	0%	0%	0%

SOURCE: STAR results, spring 2012 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all continuation high schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all continuation high schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2009–2010	2010–2011	2011–2012
Statewide rank	1	1	1
Similar-schools rank	N/A	N/A	N/A

SOURCE: The API Base Report from June 2012.

API Changes by Subgroup: Three-Year Comparison

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

SUBGROUP	ACTUAL API CHANGE			API
	2009–2010	2010–2011	2011–2012	2011–2012
All students at the school	+46	-19	N/A	N/A
Black/African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in November 2012. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	N/A	N/A	1,247	774	4,664,264	788
Black/African American	N/A	N/A	15	705	313,201	710
American Indian or Alaska Native	N/A	N/A	3	N/A	31,606	742
Asian	N/A	N/A	14	811	404,670	905
Filipino	N/A	N/A	5	N/A	124,824	869
Hispanic or Latino	N/A	N/A	684	748	2,425,230	740
Pacific Islander	N/A	N/A	3	N/A	26,563	775
White (non Hispanic)	N/A	N/A	459	806	1,221,860	853
Two or more races	N/A	N/A	7	N/A	88,428	849
Socioeconomically disadvantaged	N/A	N/A	901	742	2,779,680	737
English Learners	N/A	N/A	438	703	1,530,297	716
Students with disabilities	N/A	N/A	172	624	530,935	607

SOURCE: The API Growth Report as released in the Accountability Progress Report in November 2012. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point
- (d) the graduation rate for the graduating class must meet or exceed 90 percent (or satisfy alternate improvement criteria).

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	No
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in October 2012.

Intervention Program: District Program Improvement (PI)

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 (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	2 of 3
The year the district entered PI	2011
Number of schools currently in PI	5
Percentage of schools currently in PI	71%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in October 2012.

DISTRICT EXPENDITURES

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2010–2011			
Total expenses	\$14,591,761	\$32,778,534,397	\$46,278,595,991
Expenses per student	\$8,533	\$8,407	\$8,323
FISCAL YEAR 2009–2010			
Total expenses	\$15,682,644	\$33,490,721,940	\$47,205,560,698
Expenses per student	\$8,870	\$8,543	\$8,452

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2010–2011

This table reports the salaries of teachers and administrators in our district for the 2010–2011 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$41,233	\$38,725
Midrange teacher's salary	\$63,274	\$59,717
Highest-paid teacher's salary	\$80,548	\$77,957
Average principal's salary (high school)	\$101,828	\$107,031
Superintendent's salary	\$135,450	\$149,398
Percentage of budget for teachers' salaries	32%	37%
Percentage of budget for administrators' salaries	6%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

SCHOOL COMPLETION AND PREPARATION FOR COLLEGE

Dropout Rate and Graduation Rate

Percentage of students who leave school and don't continue elsewhere. Percentage of students who graduate in four years.

KEY FACTOR	DISTRICT	STATE
Dropout rate (four-year)		
Class of 2011	12%	14%
Class of 2010	7%	17%
Graduation rate (four-year)		
Class of 2011	75%	76%
Class of 2010	90%	75%

SOURCE: CALPADS, October 2011.

Courses Required for Admission to the University of California or California State University Systems

Percentage of students enrolled in the A-G courses required for admission
to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	69%	N/A	N/A
Percentage of graduates from class of 2011 who completed all courses required for UC/CSU admission	0%	0%	2%

SOURCE: CALPADS, October 2011, for the percentage of students enrolled in courses required for UC/CSU admission. District and state averages represent continuation high schools only.

College Entrance Exam Reasoning Test (SAT)

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average critical reading, math, and writing scores of those students.

KEY FACTOR	2008–2009	2009–2010	2010–2011
Percentage of seniors taking the SAT	N/A	N/A	N/A
Average critical reading score	N/A	N/A	N/A
Average math score	N/A	N/A	N/A
Average writing score	N/A	N/A	N/A

SOURCE: Original data from the College Board, for the class of 2011, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is fewer than 11.

TEXTBOOKS**Textbook Adoption List**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Levels A, B & C The Basics	"Success in Language"	2002	2002
Agr. Science Fundamentals & Applications	Ag. Science	2002	2003
Applications Equations and Graphs	Algebra 1	2001	2001
Applications Equations and Graphs	Algebra II	2001	2001
US Gov't Democracy in Action	American Gov't	2002	2002
Government By The People	American Gov't & Pol.	2002	2003
Modern Livestock and Poultry Production	Animal Science	2002	2004
Biology 6th Edition	Biology	2002	2002
The Dynalncs of Life	Biology	2002	2002
Calculus of a Single Variable	Calculus	2002	2003
Chemistry: 5th Edition	Chemistry	2000	2001
Holt Chemistry	Chemistry	2007	2007
Earth: Geology, the Environment and the Universe	Earth Science	2005	2005
Economics: Today and Tomorrow	Economics	2001	2001
Holt: Literature & Language Arts Course 3 - 6	ELA	2003	2005
Applying Reasoning and Measurement	Geometry	2001	2001
Lifetime Health	Health	2007	2007
Health	Health (St. Reqs.)	1997	2001
American Odyssey US in the 20th Century	History	2002	2002
Essentials of Biology	Integrated Science	1998	2003
Science: Spectrum A Balanced Approach	Integrated Science	2001	2001
Holt Physics	Physics	2007	2007
Physics: Principles and Problems	Physics	2002	2003
Conceptual Physics: Prentice Hall	Physics	2009	2011
Pre Calculus w/Limits	Precalculus	2001	2002
Psychology: Principles in Practice	Psychology	2003	2003
Corrective Reading Concept Application Level C	Reading Fundamentals	1999	2004
Corrective Reading Decoding Strategies Levels B1, 2, C	Reading Fundamentals	1999	2005
Earth Science Geology, The Environ. and the Universe	Social Science	2005	2005
Sociology: Study of Human Relationships	Sociology	2003	2004

Textbook Adoption List (continued)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Sociology: Study of Human Relationships	Sociology	2003	2004
Tu Mundo	Span. Native Speakers	2002	2002
Dime Uno	Spanish 1	1997	2001
Dime Dos	Spanish II	1997	2001
Tu Mundo	Spanish III	2002	2002
American History A Survey	US Hist AP	2003	2003
The Americans, Reconstruction to the 21st Century	US History	2006	2007
Connections to Today: The Modern Era	World History	2001	2001
EDGE	ELD	2005	2006

Sentinel High School

ADDRESS: 121 S. Reinway Ave., Waterford, CA 95386 **PHONE:** (209) 874-9017

PRINCIPAL: Peggy Herndon **GRADE RANGE:** 10–12 **SCHEDULE:** Traditional **ENROLLMENT:** 25

CALIFORNIA ACCOUNTABILITY

The state's education officials measure schools' performance using students' test scores. They combine standardized test results and measure progress year to year to calculate each school's Academic Performance Index (API). The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000.

NO API RESULTS

Not enough students took tests to yield valid API results

In the Spring of 2012, fewer than 11 students took the high school exit exam, a test given to all 10th graders. This number of students is too low to enable the California Department of Education (CDE) to create a reliable Academic Performance Index (API). For this reason, this school has no API for 2011–2012.

NO TEST SCORES

Not enough students took tests to yield valid results

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	14%		
Calif. continuation high schools	11%		
Algebra			
Our school	N/A	NO DATA AVAILABLE	
Calif. continuation high schools	3%		
US History			
Our school	36%		
Calif. continuation high schools	12%		
Life Science (Tenth Grade)			
Our school	N/A	NO DATA AVAILABLE	
Calif. continuation high schools	13%		

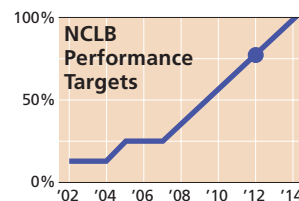
SOURCE: The scores for the California Standards Tests are from the spring 2012 test cycle. State averages represent continuation high schools only.

FEDERAL ACCOUNTABILITY

The federal accountability standard differs from California's. It requires schools to meet Adequate Yearly Progress (AYP). The AYP includes students' scores and participation rates on the high school exit exam (CAHSEE), along with the graduation rate and the API. If a school doesn't meet one of these criteria two years in a row, it is put in Program Improvement.

Made Adequate Yearly Progress (AYP)	No
Number of AYP targets met	3
Number of AYP targets school was required to meet	4
Is the school in Program Improvement (PI)?	Yes Stage 1 of 5

Each year, schools are expected to help more students score Proficient or higher on the CAHSEE. The dot on the graph to the right marks the percentage of students that had to score Proficient or higher, schoolwide and by subgroup, in 2012 for the school to make AYP (77.8% in English/language arts and 77.4% in math).



Please go to <http://www1.waterford.k12.ca.us/> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

SOURCE: API growth score and AYP from the 2012 test cycle. API and AYP current as of October 2012.



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WATERFORD UNIFIED SCHOOL DISTRICT

[» Williams report home page](#)
[» About the Williams law](#)
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Sentinel High School

Facilities, 2012–2013

This information about facilities is one small part of an annual report about our school. You can find this full report, which contains additional information about teachers, students, test scores, and resources, on our district's Web site. This portion of the report is also one part of our response to the 2004 Williams legislation.

Read more about [facilities inspections](#).

Overall Rating

RATING: GOOD

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

A. SYSTEMS

RATING: GOOD

Gas Leaks

No apparent problems.

Mechanical Problems (Heating, Ventilation, and Air Conditioning)

No apparent problems.

Sewer System

No apparent problems.

B. INTERIOR

Interior Surfaces (Walls, Floors, and Ceilings)

RATING: GOOD

No apparent problems.

C. CLEANLINESS

RATING: GOOD

Overall Cleanliness

No apparent problems.

Pest or Vermin Infestation

No apparent problems.

D. ELECTRICAL

Electrical Systems and Lighting

RATING: GOOD

No apparent problems.

E. RESTROOMS/FOUNTAINS

RATING: GOOD

Bathrooms

No apparent problems.

Drinking Fountains (Inside and Out)

No apparent problems.

F. SAFETY

RATING: GOOD

Fire Safety (Sprinkler Systems, Alarms, Extinguishers)

No apparent problems.

Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)

No apparent problems.

G. STRUCTURAL

RATING: GOOD

Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)

No apparent problems.

Roofs

No apparent problems.

H. EXTERNAL

RATING: GOOD

Playground/School Grounds

No apparent problems.

Windows, Doors, Gates, Fences (Interior and Exterior)

No apparent problems.

NOTES

No apparent problems.

Inspectors and Advisors

This report was completed on Friday, January 11, 2013 by Randy Azevedo (Maintenance).
The facilities inspection occurred on Wednesday, August 24, 2011.
There were no other inspectors used in the completion of this form.

About Facilities Inspections

To determine the condition of our facilities, our district sent experts from our facilities team to do so. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.



WATERFORD UNIFIED SCHOOL DISTRICT

- » [Williams report home page](#)
- » [About the Williams law](#)
- » [Close this window](#)

Sentinel High School

Textbooks, 2012–2013

This information about textbooks is one small part of an annual report about our school. You can find the full report, which contains additional information about teachers, students, test scores, and resources, on our district's Web site. This portion of the report is also one part of our response to the 2004 Williams legislation.

Read more about [textbooks](#).

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	FROM THE MOST RECENT OFFICIAL ADOPTION?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Foreign Languages	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

Notes

This report was completed on Friday, October 26, 2012.

This information was collected on Friday, October 26, 2012.

About Textbooks

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.



WATERFORD UNIFIED SCHOOL DISTRICT

[» Williams report home page](#)
[» About the Williams law](#)
[» Close this window](#)

Sentinel High School

Teacher Vacancies, 2012–2013

This information about teacher vacancies is one small part of an annual report about our school. You can find the full report, which contains additional information about teachers, students, test scores, and resources, on our district's Web site. This portion of the report is also one part of our response to the 2004 Williams legislation.

Read more about [teacher vacancies](#).

Teacher Vacancies Occurring at the Beginning of the School Year

	2010–2011	2011–2012	2012–2013
Total number of classes at the start of the year	0	0	0
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0

Teacher Vacancies Occurring During the School Year

	2010–2011	2011–2012	2012–2013
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

Notes

This report was completed on Friday, October 26, 2012.

About Teacher Vacancies

The Williams legislation also asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and

permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.



WATERFORD UNIFIED SCHOOL DISTRICT

[» Williams report home page](#)
[» About the Williams law](#)
[» Close this window](#)

Sentinel High School

Teacher Misassignments, 2012-2013

This information about teacher misassignments is one small part of an annual report about our school. You can find the full report, which contains additional information about teachers, students, test scores, and resources, on our district's Web site. This portion of the report is also one part of our response to the 2004 Williams legislation.

Read more about [teacher misassignments](#).

Teacher Misassignments

	2010-2011	2011-2012	2012-2013
Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0

Teacher Misassignments in Classes that Include English Learners

	2010-2011	2011-2012	2012-2013
Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0

Other Employee Misassignments

	2010-2011	2011-2012	2012-2013
Total number of service area placements of employees without the required credentials	0	0	0

Notes

This report was completed on Friday, October 26, 2012.

About Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.



WATERFORD UNIFIED SCHOOL DISTRICT

[» Williams report home page](#)
[» About the Williams law](#)
[» Close this window](#)

Sentinel High School **Science Labs, 2012–2013**

This information about our science lab class equipment and materials is one small part of an annual report about our school. You can find the full report, which contains additional information about teachers, students, test scores, and resources, on our district's Web site. This portion of the report is also one part of our response to the 2004 Williams legislation.

Read more about [science labs](#).

COURSE TITLE	DID THE DISTRICT ADOPT ANY RESOLUTIONS TO DEFINE "SUFFICIENCY"?	IS THERE A SUFFICIENT SUPPLY OF MATERIALS AND EQUIPMENT TO CONDUCT THE LABS?
Biology	Yes	No
Chemistry	No	No
Earth Science	No	No

BIOLOGY: This report was completed on Friday, October 26, 2012.

CHEMISTRY: This report was completed on Friday, October 26, 2012.

PHYSICS: This report was completed on Friday, October 26, 2012.

EARTH SCIENCES: This report was completed on Friday, October 26, 2012.

About Science Labs

Many science courses require that students conduct experiments. This gives our students a chance to practice the scientific method, in effect, learning science by doing science. Those courses are what we call lab courses, and, of course, they require equipment and materials. The purpose of the Williams legislation is to inform citizens if our schools have the proper equipment, and enough of it, for students to succeed. This legislation only requires high schools to provide this information.

Please note that there is no state standard for equipping science labs. The next best authority we have to rely upon is the policy of our own school board. So you'll see in our report whether our school board has voted to approve a standard for equipping our science labs. If you have further questions about the condition of our science labs, we recommend you speak with your child's science teacher directly.

