



Captain John Continuation High

School Accountability Report Card Reported Using Data from 2011–12 School Year *Published During 2012–13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

- This report has been compiled by **Multiple Measures, LLC** (<http://www.multiplemeasures.com>).
- The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).
- A single asterisk in a cell (*) means that the size of the group was numerically insignificant.

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2012-13)

School		District	
School Name	Captain John Continuation High	District Name	Klamath-Trinity Joint Unified
Street	PO Box 1308	Phone Number	(530) 625-5600
City, State, Zip	Hoopla, CA, 95546-1308	Web Site	www.ktjUSD.k12.ca.us
Phone Number	(530) 625-5600	Superintendent	Mike Reid
Principal	Mike Gorman, Principal	E-mail Address	m.reid@ktjUSD.k12.ca.us
E-mail Address	mgorman@ktjUSD.k12.ca.us	CDS Code	12629011230028

School Description and Mission Statement (School Year 2011-12)

Captain John High School is a continuation high school that serves students in ninth through twelfth grades. Our students enroll after being referred from Hoopa Valley High School, and are usually students for whom the traditional educational setting has not worked.

Our staff consists of two full-time teachers, a principal, a secretary, an SB 68 outreach consultant, and a part-time RST teacher. We have 40-50 students enrolled throughout the year. Students attain their diploma at varying times throughout the academic year and may choose to walk in the graduation ceremony at the end of the year. We have approximately 80% Native American student population and 20% Anglo students.

We are continually seeking new ways to improve our program to insure student success. We use the Alternative Schools Accountability Model (ASAM) program for a method of accountability. The California Continuing Education Association provides this model.

Opportunities for Parental Involvement (School Year 2011-12)

Captain John High School coordinates Economic Impact Aid (EIA) and Title I program services under its targeted project. Parent volunteers are encouraged to volunteer in the school and to be active participants with school activities. Two parents sit on the School Site Council (SSC) and one parent sits on the Title I committee for the District. Parents are invited to special occasions that are scheduled in the school.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 9	3
Grade 10	13
Grade 11	18
Grade 12	5
Ungraded Secondary	0
Total Enrollment	39

Student Enrollment by Subgroup (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0%	White	7.7%
American Indian or Alaska Native	84.6%	Two or More Races	2.6%
Asian	0%	Socioeconomically Disadvantaged	100%
Filipino	0%	English Learners	0%
Hispanic or Latino	5.1%	Students with Disabilities	28.2%
Native Hawaiian/Pacific Islander	0%		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10			2010-11			2011-12					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	2	0	0	14	3	0	0	14	3	0	0
Mathematics	20	2	0	0	0	0	0	0	0	0	0	0
Science	20	2	0	0	0	0	0	0	0	0	0	0
Social Science	20	2	0	0	14	3	0	0	14	3	0	0

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

III. School Climate

School Safety Plan (School Year 2011-12)

We have a comprehensive plan designed to address the safety of every student in possible circumstances that may occur. Our School Safety Plan is based on four components: Personal Characteristics of Students and Staff, Physical Environment, Social Environment, and Culture. Our mission is to ensure each student and staff member a safe and productive environment to teach and learn. Native American culture, tribal education assistance, and interaction with tribal entities are encouraged. Emergency drills, including fire drills that are conducted once a month, are included in the program.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 5, 2013.

Suspensions and Expulsions

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

Rate	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	.611	.457	9.9	.255	.189	9.9
Expulsions	.000	.000	.000	.000	.001	.000

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

School Facility Good Repair Status (School Year 2012-13)

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	2	2	2	68
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	1	2	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	83.33%	16.67%
All Schools in District	91.73%	8.27%
High-Poverty Schools in District	91.73%	8.27%
Low-Poverty Schools in District	0%	0%

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.1	
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.1	
Social Worker	0	
Nurse	.09	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	.1	
Other	2.	

Note: Cells shaded in gray do not require data.

* * One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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

Year and month in which data were collected: September 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	McDougal Littell & Starline Press /2009	Yes	0
Mathematics	McDougal Littell & Starline Press /2009	Yes	0
Science	Prentice Hall, Pearson Education & Starline Press / 2007	Yes	0
History-Social Science	Glencoe, Houghton Mifflin & Starline Press / 2006	Yes	0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	N/A		0
Science Laboratory Equipment (grades 9-12)	N/A		0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$18,413	\$4,724	\$13,689	\$67,951
District			\$15,244	\$55,820
Percent Difference: School Site and District			-11.4%	+17.9%
State			\$5,455	\$57,163
Percent Difference: School Site and State			+60.2%	+15.9%

Note: Cells shaded in gray do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Types of Services Funded (Fiscal Year 2011-12)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I
- Special Education
- Rural & Low Income School Program
- Improving Teacher Quality
- Indian Education/American Indian Early Childhood Education
- Enhancing Education Through Technology
- Lottery Funds
- Art & Music Block Grant
- Economic Impact Aid (EIA)
- Schools & Libraries Improvement Block Grant
- Peer Assistance and Review (PAR)
- Professional Development Block Grant
- Pupil Retention Block Grant
- California High School Exit examination (CAHSEE) Intervention
- Youth Services (A-Step Program)

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,560	\$38,099
Mid-Range Teacher Salary	\$57,082	\$55,582
Highest Teacher Salary	\$69,315	\$71,884
Average Principal Salary (Elementary)	\$74,062	\$88,790
Average Principal Salary (Middle)	no data	\$93,519
Average Principal Salary (High)	\$80,167	\$95,671
Superintendent Salary	\$120,000	\$115,401
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	7%	7%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	8%	4%	6%	34%	32%	30%	52%	54%	56%
Mathematics	0%	0%	0%	34%	34%	26%	48%	50%	51%
Science	0%	0%	0%	39%	32%	35%	54%	57%	60%
History-Social Science	0%	4%	7%	21%	26%	20%	44%	48%	49%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	30%	26%	35%	20%
All Students at the School	6%	0%	0%	7%
Male	0%	0%	0%	0%
Female	0%	0%	0%	0%
Black or African American	no data	no data	no data	no data
American Indian or Alaska Native	7%	0%	0%	7%
Asian	no data	no data	no data	no data
Filipino	no data	no data	no data	no data
Hispanic or Latino	no data	no data	no data	no data
Native Hawaiian/Pacific Islander	0%	0%	0%	0%
White	0%	0%	0%	0%
Two or More Races	no data	no data	no data	no data
Socioeconomically Disadvantaged	6%	0%	0%	7%
English Learners	no data	no data	no data	no data
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	no data	no data	no data	no data

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

California High School Exit Examination

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	no data	0%	no data	41%	34%	50%	54%	59%	56%
Mathematics	no data	0%	no data	38%	41%	41%	54%	56%	58%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	50	29	21	59	31	10
All Students at the School	no data	no data	no data	no data	no data	no data
Male	no data	no data	no data	no data	no data	no data
Female	no data	no data	no data	no data	no data	no data
Black or African American	no data	no data	no data	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data	no data	no data	no data
Asian	no data	no data	no data	no data	no data	no data
Filipino	no data	no data	no data	no data	no data	no data
Hispanic or Latino	no data	no data	no data	no data	no data	no data
Native Hawaiian/Pacific Islander	no data	no data	no data	no data	no data	no data
White	no data	no data	no data	no data	no data	no data
Two or More Races	no data	no data	no data	no data	no data	no data
Socioeconomically Disadvantaged	no data	no data	no data	no data	no data	no data
English Learners	no data	no data	no data	no data	no data	no data
Students with Disabilities	no data	no data	no data	no data	no data	no data
Migrant Education Services	no data	no data	no data	no data	no data	no data

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

California Physical Fitness Test Results (School Year 2011-12)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	no data	no data	no data

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2009	2010	2011
Statewide	B	B	no data
Similar Schools	B	B	no data

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	49	no data	no data
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	no data	no data	no data
Filipino	no data	no data	no data
Hispanic or Latino	no data	no data	no data
Native Hawaiian/Pacific Islander	no data	no data	no data
White	no data	no data	no data
Two or More Races		no data	no data
Socioeconomically Disadvantaged	no data	no data	no data
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

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

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	no data	no data	707	654	4664264	788
Black or African American	no data	no data	2		313201	710
American Indian or Alaska Native	no data	no data	568	644	31606	742
Asian	no data	no data	4		404670	905
Filipino	no data	no data	1		124824	869
Hispanic or Latino	no data	no data	28	689	2425230	740
Native Hawaiian/Pacific Islander	no data	no data	1		26563	775
White	no data	no data	67	699	1221860	853
Two or More Races	no data	no data	35	645	88428	849
Socioeconomically Disadvantaged	no data	no data	633	648	2779680	737
English Learners	no data	no data	1		1530297	716
Students with Disabilities	no data	no data	149	517	530935	607

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	Yes	No
API	N/A	No
Graduation Rate	75%	Yes

Federal Intervention Program (School Year 2012-13)

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

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	no data	2011-2012
Year in Program Improvement	no data	Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		33.3

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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

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

California State University

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

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	no data	12.5%	16.1%	no data	12.5%	16.1%	no data	16.6%	14.4%
Graduation Rate	70%	78%	75%		74.14%	88.06%	80.21%	78.59%	80.44%

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

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011--2012 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	75	86	
Black or African American			
American Indian or Alaska Native	75	86	
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	100	100	
Socioeconomically Disadvantaged	75	85	
English Learners			
Students with Disabilities	100	100	

Note: Cells shaded in black do not require data.

Career Technical Education Programs (School Year 2011-12)

Captain John High School does not offer a formal Career Technical Education (CTE) program. Therefore, there is no data regarding CTE participation.

Career Technical Education Participation (School Year 2011-12)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	28.8%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	0%

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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

The focus for staff development includes workshops/conferences that will improve student achievement, and participation in professional learning communities.

The District is in Year Five of implementing Professional Learning Communities (PLCs), designed to support teachers with in-class coaching, collaboration, and analysis of student performance data.

Professional development opportunities are provided with organized trainings ranging from one to five days, plus individual initiative.

For the 2008-09 and 2009-10 school year, we dedicated 10 days for professional development. In 2010-11 and 2011-2012 there were 5 days dedicated for professional development.

All schools within the District dismiss one hour earlier on Tuesdays to allow teachers to collaborate and practice the PLC model. Teachers use the collaboration time to receive Professional Development, review student data from common formative assessments, review pacing guides, discuss teaching delivery strategies review interventions and engage in many other forms of support for student success.

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