

**Central Bay High (Continuation) 2008-09
School Accountability Report Card**

Reported for School Year 2008-09

Published During 2009-10



North Monterey County Unified

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

I. Data and Access

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

II. About This School

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Central Bay High School is a small continuation high school. The school is part of the North Monterey County Unified School District, which consists of four K-5 elementary schools, four state run preschools (which reside on our elementary school campuses), one 6-8 middle school, one comprehensive 9-12 high school, an independent study program K-12, and one alternative high school, which is Central Bay High School. The district encompasses approximately 100 square miles and includes the communities of Moss Landing, Prunedale, and Castroville. Central Bay High School also accepts teen parent enrollments from Salinas, Pajaro and Watsonville.

Central Bay High School serves students whose needs are not being met in a traditional high school. Students attending our programs may have personal problems or may need a more focused learning environment. The majority of students have been referred to the school from the traditional high school due to lack of credits, attendance issues, or behavior problems. Students in our teen parent program are often referred by the traditional high school when they become pregnant or are recruited by the staff at our childrens center.

The typical incoming Central Bay student is one or more years behind academically in the areas of reading comprehension, writing, and/or mathematics. Most of these students have also not passed the California High School Exit Exam mandated for graduation. The schools student population is also highly transient. The average annual student turnover rate at Central Bay is over 70%. Consequently, Central Bay students tend to be the most at-risk high school students in the district. Due to Central Bays small class sizes, small school setting, and access to counseling services, it is the most viable alternative for these students.

Although most Central Bay students are referred by North Monterey County High School, students coming from other districts may also enroll. These students are typically new to the area, group home residents, on court ordered probation, previously enrolled at other alternative schools, or teen parents. All students who are new to the district are first considered for the comprehensive high school, North Monterey County High School, and are only referred to Central Bay if their special needs warrant our services.

Central Bay is the testing center for our district for appropriate placement in high school alternative programs. If a student has needs not appropriate for North Monterey County High School, they are sent to CBHS to be tested in the areas of reading, writing, and math. Their scores on those tests, along with their CSTs, determine what alternative program would best fit the students needs. If a student is not at a proficient level in the key areas, they are referred to Central Bay High School. Most students who come to Central Bay stay for about one school year, if not less. As a result, the school is unable to provide a sustained sequential program for all students, and must gauge our successes around a revolving door of student populations. What all students should know, understand, and be able to do:

Central Bay High School provides all students with the skills that are necessary to function in a professional environment, and to be productive members of their community. The Expected Schoolwide Learning Results for our school are as follows:

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- Navigate Computers.
- Make a plan and set personal goals for their life.
- Complete graduation requirements.
- Apply essential skills to life.
- Exhibit Respect

Expectations of positive character traits:

The community at CBHS is one of respect and professionalism. Students at Central Bay will develop the character traits necessary to thrive in such an environment. This includes using appropriate language, wearing appropriate attire, caring about the well-being of fellow students and staff members, and making choices that will improve the atmosphere of the school.

Current research & practice

The programs offered at Central Bay High School are driven by the needs of the students. Through the use data – both local and state standardized – we can adjust and plan to meet the needs of our students. The greatest driving force is the California High School Exit Exam. Students at Central Bay are required to take courses designed around the standards covered on the exam until they receive a passing score. Students that have not passed the Math CAHSEE are required to take basic arithmetic class to prepare them for the requirements of the CAHSEE Math class. After passing the exams, they are challenged further in the other standards-based courses offered at our school.

Collaboration among all segments of the school community:

CBHS is a smaller school with only eight teachers and approximately 130 students. The teachers and principal meet once a week during their common prep period before school. During this weekly meeting, the staff has the ability to discuss the needs of specific students, as well as general thoughts and concerns. Because of this built-in weekly collaboration time, teachers are able to focus on students who are having difficulties, and get input from all of that student's teachers about how s/he is doing in school.

Additionally, the teaching staff is able to use this time to plan collaborative units. During the 2006-2007 school year, the staff successfully provided students with an all-school unit focusing on the HIV/AIDS epidemic, relating the subject to math, science, health, language arts, social studies, and art. During the 2007-2008 school year, the staff provided students with another all-school unit focusing on global resources and their impact on our environment. On a smaller scale, there is often collaboration between math & science, as well as language arts & social sciences in order to help students see the practical nature of the things that they are learning, as well as the connections between the subjects.

Other elements important to the school's mission/vision:

Central Bay High School serves an often delicate population of students. For many students it is a final chance to find success in school. Because of this, the staff at Central Bay strives to provide all students with a safe, comfortable learning environment. Our highly qualified teachers work to offer meaningful, relevant curriculum so that our students may grow intellectually and socially in order to be successful, contributing members of society. Students at CBHS are offered schedules designed to meet their individual needs for graduation. Students are also given to opportunity to accrue credits at Central Bay through a partnership with Adult Education. Adult Education provides an after school program on campus for students to recover credits.

Students at Central Bay may chose to earn additional high school credits while achieving higher levels of comprehension by completing at-home assignments. These assignments are aligned with what they are learning in class, but push students to a deeper understanding of the material. Students who wish to take courses that are not offered at Central Bay are guided through the process of taking courses through adult education, or at the local junior colleges.

In addition to the upper classmen who are working to make up high school credits that they are missing for various reasons, CBHS also serves as a school for teen parents. Teen parents have the ability to attend high school while having childcare for their children by attending CBHS. With an Early Head Start Program on campus, these young parents are able to a full day of classes, while their children receive day care in a loving environment.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

There are many ways to become involved at Central Bay High School. One way is to become a member of our School Site Council. These meetings help form the decisions made for our school. Another great time to see the school in action is to attend one of our two Open House Nights offered each year. These take place in the evening and are a place where teachers, parents, students and community members can discuss the goings-on of the campus. Parents also receive an updated copy of their child's transcript, along with an explanation of the document.

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Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Grade 9	18
Grade 10	15
Grade 11	54
Grade 12	42
Total Enrollment	129

Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.33 %	White (not Hispanic)	26.36 %
American Indian or Alaska Native	0.78 %	Multiple or No Response	0.00 %
Asian	0.78 %	Socioeconomically Disadvantaged	61.00 %
Filipino	0.78 %	English Learners	26.00 %
Hispanic or Latino	68.99 %	Students with Disabilities	7.00 %
Pacific Islander	0.00 %	N/A	N/A

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.7	9	1		14.5	9	1		19.7	9	1	
Mathematics	20.4	3	2		22.8	2	3		23.6	1	4	
Science	20.0	3			22.0	1	2		23.3	1	2	
Social Science	23.5	1	7		20.6	12			21.3	4	2	

III. School Climate

School Safety Plan (School Year 2008-09)

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

The staff at Central Bay High School work to provide a safe learning environment for all students. During the 2007-2008 school year a Campus Supervisor was added to the staff at Central Bay. The Campus Supervisor greets all guests at the school entrance and provides supervision during the school's lunch break. Along with the Campus Supervisor, the school's Principal and Counselor monitor the students during the brunch and lunch breaks. Safety plans have been discussed and are revised as necessary to ensure the safety of all students and staff.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	26.5	7.9	10.9	12.2	15.1	10.8
Expulsions	3.5	0.0	0.0	0.2	0.2	0.6

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2009-10)

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

Central Bay High School was constructed in 1993. Since then, new construction and building improvements have occurred to further improve the campus. Central Bay High School offers students the facilities necessary to provide an exemplary education. The school also includes adequate equipment and space for safe recreational activities during P.E., lunch and break. The school is cleaned and maintained each day by a custodial staff person.

School Facility Good Repair Status. (School Year 2009-10)

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

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	6	7	7	210
Without Full Credential	1	0	0	17
Teaching Outside Subject Area of Competence	1	0	1	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	73.1	26.9
All Schools in District	88.4	11.6
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.3	103
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.125	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
Mathematics	Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
Science	Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
History-Social Science	Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
Foreign Language	Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
Health	Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
Science Laboratory Equipment (grades 9-12)	Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0

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Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Visual and Performing Arts	Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,038.00	\$6,919.00	\$119.00	\$54,067.00
District	N/A	N/A	\$5,419.00	\$64,140.00
Percent Difference – School Site and District	N/A	N/A	-97.80 %	-15.07%
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	-97.84 %	-11.36 %

Types of Services Funded (Fiscal Year 2008-09)

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

On the Central Bay campus we offer a Teen Parent Program as well a Child Development course offered through our Adult Education program. As part of our Adult Education program, Central Bay offers an after school credit recovery program on our campus. Students are also able to enroll in the ROP programs offered at the traditional high school campus. Central Bay also provides on our campus a full time counselor for its students.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$38,941
Mid-Range Teacher Salary		\$59,686
Highest Teacher Salary		\$77,828
Average Principal Salary (Elementary)		\$94,258
Average Principal Salary (Middle)		\$98,271
Average Principal Salary (High)		\$104,869
Superintendent Salary		\$142,247
Percent of Budget for Teacher Salaries	35.40 %	38.20 %
Percent of Budget for Administrative Salaries	6.10 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	1	7	12	32	32	34	43	46	50
Mathematics	*	*	*	28	25	28	40	43	46
Science	0	6	0	28	32	36	38	46	50
History-Social Science	0	6	6	21	25	34	33	36	41

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*		*	*
Asian				
Filipino	*			*
Hispanic or Latino	4		0	2
Pacific Islander				
White (not Hispanic)	32			14
Male	13		0	9
Female	11			0
Economically Disadvantaged	4		0	0
English Learners	0	*	*	0
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	*		*	*

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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

Subject	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English-Language Arts	*	42.4	48.6	14.3	47.1	52.9	*	42.6	52.0
Mathematics	*	37.5	49.9	9.5	40.5	51.3	*	35.5	53.3

California High School Exit Examination Results by Student Group – Most Recent Year

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (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	2006	2007	2008
Statewide	B *	B *	B *
Similar Schools	B	B	B

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

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

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-112	105	-52	511 *
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

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 2008-09)

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

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

Federal Intervention Program (School Year 2009-10)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

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

Central Bay High (Continuation) 2008-09 School Accountability Report Card

Dropout Rate and Graduation Rate

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

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	10.9	5.3	4.8	1.5	2.9	1.8	3.5	4.4	3.9
Graduation Rate	72.7	89.3	89.2	92.8	90.4	94.1	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students			N/A
African American			N/A
American Indian or Alaska Native			N/A
Asian			N/A
Filipino			N/A
Hispanic or Latino			N/A
Pacific Islander			N/A
White (Not Hispanic)			N/A
Socioeconomically Disadvantaged			N/A
English Learners			N/A
Students with Disabilities			N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Career Technical Education programs are not offered at Central Bay High School.

Career Technical Education Participation (School Year 2008-09)

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

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

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

This table displays, for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	49.3
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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 staff uses the 2 staff development days allotted each year to collaborate and learn from each other in developing effective curriculum for the students at Central Bay. Additionally, the staff meet regularly on "Late Start" days, which allow for an extra 95 minutes of collaborative time before the start of the school day. Teachers are urged to attend conferences based on their subject matter. The entire teaching staff and administration at Central Bay is invited to attend the California Continuation School Conference each spring, where we are able to experience and share new ideas with fellow teachers from throughout the state. New teachers at Central Bay are invited to be a part of the Santa Cruz/Silicon Valley New Teacher Project, which aids greatly in their professional development.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

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

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

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30 %	18 %	5 %
Reading 2007, Grade 8	251	261	41 %	20 %	2 %
Mathematics 2009, Grade 4	232	239	41 %	25 %	5 %
Mathematics 2009, Grade 8	270	282	36 %	18 %	5 %

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

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

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92