

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

San Joaquin County Community School

Address: 2707 Transworld Drive, Stockton, CA 95206 Phone: (209) 468-4847
Principal: James Mousalimas Grade Span: K - 12

About This School

The Community Schools program uses an integrated, thematic approach to instruction. Lessons, assignments, and projects are centered on bi-monthly themes that bring continuity to the learning experience. Students complete grade appropriate, standards-based academic courses and work on basic skills to complete requirements or earn high school credits. Educational strategies are highly interactive, and are both process and product oriented in the classroom.

The program enables students to become productive members of the community by providing quality learning opportunities. Students develop an appreciation of self and others, individual talents, critical thinking and problem solving skills, workforce readiness, and complete a course of study resulting in a high school diploma, Certificate of Completion or GED.

The population of the community school programs is comprised of students on parent referral, who have been expelled, are on probation or are homeless. Many students have also been referred through the Student Attendance Review Board (SARB) process.

Community schools are located in leased commercial properties and in eight county-owned school buildings. These school sites are located throughout the county in order to serve the students directly in the communities in which they live. The largest sites accommodate up to 100 students and the smallest site serves 20 students. The student-to-teacher ratio is 20:1.

Students in the community schools are in grades K-12 and come from a variety of academic, social, and emotional backgrounds. Teachers incorporate Lifeskills and the Concept of one., as well as California State Content Standards in their teaching. Three sites serve grades K-6 exclusively. The diversity of students and locations is unified through the one. Program's curriculum, methods of assessment, mission, program beliefs, vision and values statements program ethics, and the guiding philosophy of one.

Student Enrollment

Group	Percent
African American	20.04 %
American Indian or Alaska Native	0.82 %
Asian	8.25 %
Filipino	1.36 %
Hispanic or Latino	45.6 %
Pacific Islander	1.09 %
White (not Hispanic)	19.76 %
Multiple or No Response	3.08 %
Socioeconomically Disadvantaged	99 %
English Learners	2 %
Students with Disabilities	4 %
Total Number of students	1103

Teachers

Indicator	Teachers
Teachers with full credential	44
Teachers without full credential	13
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	5
Total Teacher Misassignments	5

School Facilities

Summary of Most Recent Site Inspection

An inspection was completed for all sites, using the State of California Facility Inspection Tool/ School Facility Conditions Evaluation. There were no deficiencies or extreme deficiencies. All schools received an exemplary school rating.

Repairs Needed

None

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	N/A for County Office of Education
District	N/A for County Office of Education
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	8.0%
Mathematics	6.5%
Science	3.5%
History-Social Science	3.1%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	428
Statewide Rank (from 2007 Base API Report)	B
2008-09 Program Improvement Status (PI Year)	In PI

School Completion

Indicator	Result
Graduation Rate	91%

Postsecondary Preparation

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

2007-08 School Accountability Report Card Report (SARC)

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

Internet Access

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

II. About This School

Contact Information (School Year 2008-09)

School		District	
School Name	San Joaquin County Community	District Name	San Joaquin County Office of Education
Street	2707 Transworld Drive	Phone Number	(209) 468-4800
City, State, Zip	Stockton , CA 95206	Web Site	www.sjcoe.org
Phone Number	(209) 468-4847	Superintendent	Fredrick Wentworth
Principal	James Mousalimas	E-mail Address	
E-mail Address	jmousalimas@sjcoe.net	CDS Code	39-10397-3930468

School Description and Mission Statement (School Year 2007-08)

Our mission as a school community is to educate and empower all students. We do this by serving the whole student in a positive learning environment so that all students will become lifelong learners and productive citizens.

The one. Program maintains an academic focus and high expectations of students, staff and parents. All stakeholders participate in the support and education of each child. Staff is committed to high quality staff development, professional growth and serving the whole student. Students are provided quality curriculum, vocational educational opportunities and technology in a positive learning environment. They make positive contributions to their communities as students and graduates of the one. program. Students complete a course of study that enables them to have educational and career choices beyond high school.

The Concept of one. is the guiding philosophy of the San Joaquin County Office of Education (SJCOE) one. Program. one. stands for our desire to remind students that each individual is important and can make a difference in the world; we also want to make the point that it is when individuals join together, and work as one. miracles can occur.

We believe that...

- All kids can learn.
- Learning never ends.
- There is a need to celebrate diversity.
- Students bring with them their own reality.
- As educators, we should be eclectic and flexible.
- It is necessary to teach students to learn to learn.
- It is essential to recognize the basic worth in all people.
- There is a need to instill a sense of self-respect in our students.
- Each student should be given the opportunity to fully develop his/her human potential.
- There is a need to facilitate learning by drawing on students' individual strengths and learning styles.
- Each student has the right to a physically and emotionally safe environment that is conducive to learning.

Opportunities for Parental Involvement (School Year 2007-08)

One week per grading period, the SJCOE alternative program observes early release days. This allows for teachers to schedule student/parent/teacher conferences. These weeks are referred to as "one on one" days. Parents are also encouraged to sign up to participate in other school activities such as School Site council, chaperoning events, volunteering at quests or in the classroom. Parents serve on the site council and have a voice in educational spending and program decisions. Student Study Teams (SSTs) are held to discuss student behavior/progress with parents/guardians.

Student Enrollment by Grade Level (School Year 2007-08)

Grade Level	Number of Students
Kindergarten	4
Grade 1	6
Grade 2	4
Grade 3	4
Grade 4	5
Grade 5	9
Grade 6	6
Grade 7	15
Grade 8	62
Ungraded Elementary	0
Grade 9	112
Grade 10	210
Grade 11	309
Grade 12	357
Ungraded Secondary	0
Total Enrollment	1103

Student Enrollment by Group (School Year 2007-08)

Group	Percent of Total Enrollment
African American	20.04 %
American Indian or Alaska Native	0.82 %
Asian	8.25 %
Filipino	1.36 %
Hispanic or Latino	45.6 %
Pacific Islander	1.09 %
White (not Hispanic)	19.76 %
Multiple or No Response	3.08 %
Socioeconomically Disadvantaged	99 %
English Learners	2 %
Students with Disabilities	4 %

III. School Climate

School Safety Plan (School Year 2007-08)

Each year the counseling staff creates a crisis file for every teacher in the program. Community school teachers are given the file at the beginning of the year, along with instructions how they are to be utilized. The information is reviewed and updated as needed throughout the year. The files contain the following information:

- A crisis prevention checklist. The checklist is completed by site teachers and posted at each site. It includes the location of the fire extinguishers and first aid kits. The emergency evacuation plan is also included. This information is displayed at each site.
- Directions to follow in case of an emergency, crisis or injury
- A bomb threat checklist
- Listing of emergency phone numbers- posted at the site
- List of indicators of school violence
- List of situations that may lead to a volatile incident and/or atmosphere with students
- Tips for de-escalating a conflict
- Bullying information and tips for dealing with bullying
- Information and Ed Code references regarding dress code
- Suicide intervention information
- Resource numbers – posted at the site

In addition, each school site has completed a comprehensive school safety plan in accordance with the Safe Schools policy, which includes a specific emergency operations plan. In compliance with SB 187, the plan is reviewed and revised for each school site. Every plan is aligned with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command System (ICS). Each document is prepared for the use of employees at a specific school sites in the event of an emergency, disaster, or crisis situation. The plan review, scheduling of drills, practice and safety trainings occurs annually. Schools are issued “grab and go” emergency packs in the event of an evacuation. The school nurse collaborates with parents/guardians of special needs students in order to provide medical emergency kits in accordance with their Individualized School Healthcare Plan (ISHP).

Suspensions and Expulsions

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	145.4	156.0	0.2	71.3	91.1	1.6
Expulsions	0.1	0.2	0.2	0.0	0.1	0.1

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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

MAINTENANCE AND REPAIR:

The Community Schools facilities' condition, including grounds and restrooms, are very good based on maintenance and cleaning staff, a regular district painting and maintenance schedule and funding available for equipment and supplies. Maintenance and cleaning staff are assigned based on a formula to ensure equity. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

CLEANING PROCESS AND SCHEDULE:

A scheduled maintenance and cleaning program is administered by Community Schools to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. The Director of Student Services works daily with the cleaning staff to develop a schedule that ensures a clean and safe school.

DEFERRED MAINTENANCE BUDGET:

The district participates in the State School Deferred Maintenance Program, which provides State matching funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air-conditioning, electrical systems, interior or exterior painting and floor systems. As of June 30, 2008, the District Deferred Maintenance Fund Budget was \$127,199. The local match portion is \$141,333 and represents that required to receive the maximum State match, as has been done in all prior years since the start of the State program.

DEFERRED MAINTENANCE PROJECTS: (if applicable)

In the 2007/2008 school year work was completed in the following categories:

- HVAC
- Roofing
- Wall Systems
- Electrical

MODERNIZATION PROJECTS: (if applicable)

N/A

NEW SCHOOL CONSTRUCTION PROJECTS: (if applicable)

N/A

DATA ON SCHOOL FACILITIES:

Data on school facilities was collected for Community Schools during November 2008.

FACILITY CONDITIONS:

Community Schools takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, Community Schools uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the San Joaquin County Office of Education. None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at the Community School sites. The table below details the status of each.

School Facility Good Repair Status (School Year 2008-09)

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Exemplary			

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 at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	55	48	44	118
Without Full Credential	16	11	13	33
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	5	0
Total Teacher Misassignments	0	5	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	59.6	40.4
All Schools in District	62.8	37.2
High-Poverty Schools in District		
Low-Poverty Schools in District	46.2	53.8

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	275
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	<ul style="list-style-type: none"> • AGS Exploring Literature (grades 8 thru 12) • AGS English for the World of Work (grades 6-12) • AGS World Literature (grades 8-12) • AGS Basic English Composition • McGraw-Hill Reasoning and Writing – Level D (grades 4-12) • McGraw-Hill Reasoning and Writing – Level E (grades 5-12) • McGraw-Hill Corrective Reading Decoding- Level A • McGraw-Hill Corrective Reading Decoding- Level B1 • McGraw-Hill Corrective Reading Decoding- Level B2 • McGraw-Hill Corrective Reading Decoding- Level C • McGraw-Hill Corrective Reading Comprehension - Level A • McGraw-Hill Corrective Reading Comprehension- Level B1 • McGraw-Hill Corrective Reading Comprehension - Level B2 • McGraw-Hill Corrective Reading Comprehension - Level C • Glencoe Literature: Course 4 (grade 9) • Glencoe American Literature (grade 11) • Holt Literature and Language Arts 9 (grade 7) • Globe Fearon World Tapestries: An Anthology of Global Literature (grades 3-6) • Houghton Mifflin Reading/Language Arts series (Grades K-6) • Integrated Thematic Curriculum 	0

Mathematics	<ul style="list-style-type: none"> • AGS Basic Math Skills (grades 6-12) • AGS Algebra (grades 6-12) • AGS Pre-Algebra (grades 6-12) • Glencoe Economics: Today and Tomorrow (grades 9-12) • McDougal Littell Algebra 1: Concepts and Skills (grades 7-12) • McDougal Littell Geometry: Concepts and Skills (grades 9-12) • Key Curriculum Press Interactive Mathematics Program – Year 1 (grades 8-12) • Houghton Mifflin Mathematics series (Grades K-6) • Integrated Thematic Curriculum 	0
Science	<ul style="list-style-type: none"> • AGS Physical Science (grades 6-12) • AGS Biology (grades 6-12) • Biology: The Dynamics Of Life (grades 9-12) • Glencoe Physical Science with Earth Science (grades 9-12) • Glencoe Life Science (grades 9-12) • Fearon Biology (grades 3-6) • Houghton Mifflin Discovery Works (grade 6) • Integrated Thematic Curriculum 	0
History-Social Science	<ul style="list-style-type: none"> • AGS World Geography (grades 6-12) • AGS World History (grades 6-12) • AGS United States History (grades 6-12) • AGS United States Government (grades 6-12) • Glencoe The American Journey (Grades 6 – 9) • Glencoe World History; Modern Times (Grades 9-12) • D.C. Heath World History: Perspectives on the Past (grades 9-12) • Fearon World Geography and Cultures (grades 6-12) • Houghton Mifflin School & Family (grade 1) • Integrated Thematic Curriculum 	0
Foreign Language	<ul style="list-style-type: none"> • Integrated Thematic Curriculum 	0
Health		0

	<ul style="list-style-type: none"> • Integrated Thematic Curriculum 	
Visual and Performing Arts	<ul style="list-style-type: none"> • Integrated Thematic Curriculum 	0
Science Laboratory Equipment (grades 9-12)	<p>Science Equipment:</p> <ul style="list-style-type: none"> • Mortar and pestles • Dropper bottles • Glass trays • Funnels • Medium and large beakers • Small, medium and large graduated cylinders • Glass lenses • Small, medium and large test tubes • Glass droppers • Small and large glass • Small and large glass tubing • Mixing bowls • Cone beakers • Prepared slides sets • Safety Goggles • Slide covers • Dissection kits • Plastic trays • Dissection trays • Spring scales • Microscopes • Gooseneck lamps • Magnifying glass <p>Science kits:</p> <ul style="list-style-type: none"> • Small and large gems • DSM • Cabbages and chemistry • Cell unit 1 and 2 • Foss • Rocks and minerals <p>Chemicals:</p> <ul style="list-style-type: none"> • Glycerin • Crystal violet • Methylene blue • Iodine • Starch • Ethanol • Peroxide • Petroleum • Potassium permanganate • Baking soda boxes 	0

Explanation of Integrated Thematic Curriculum:

The Community Schools Program uses an integrated, thematic curriculum, with subjects taught around a yearly theme delivered in four, two-month units. The integrated thematic curriculum is written each summer by a group of teachers. It is developed to address our Expected School wide Learning Results (ESLRs), to work toward the State of California, Department of Education Content Standards, and to address the philosophy of the program.

Subjects such as language arts and history are combined in an effort to make learning more relevant and to help students process and retain information more efficiently. Lessons, assignments, and projects are centered on themes that bring continuity to the learning experience.

What is taught at each school varies by student age, ability levels, the focus of the site, and by the creativity and special skills of the teachers at the specific sites.

Students have opportunities to individualize their instruction. Expectations are modified based on the abilities of each student. Teachers, parents, and students may conference with one another to determine what content areas they will emphasize in the work they do based upon the credits they need. However, final determination of credits awarded in a specific content area rests with the teacher and is based on evidence of student progress.

Teachers are supplied with a copy of the thematic units. Each unit contains at least four weeks of lesson plans, suggested materials, and project and field trip ideas. Other resources for curriculum are: Books, textbooks, novels, videos, and science and technology equipment to be checked out through our library/inventory system.

Throughout the program, high school credits are earned in many subject areas via direct instruction in math, reading, and writing, and physical education, but many subjects are taught in an integrated approach, with emphasis on one subject over a grading period. Over a period of a few years, students are able to earn credits in a variety of subjects.

The 2007-2008 theme was "The World Beyond Me." Units were as follows:

Unit 1 and 2: Physical Science

Unit 3: Government

Unit 4: Economics

The 2008-2009 theme is "Voices of America." Units are as follows:

Unit 1: American Democracy and the Election Process

Unit 2: The 1920s

Unit 3: Civil Rights

Unit 4: Contemporary American Society

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	N/A	N/A	N/A	\$56,722
District	N/A	N/A	N/A	\$56,722
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5300	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Types of Services Funded (Fiscal Year 2007-08)

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

N/A for County Office of Education

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information 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. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,312	\$38,875
Mid-Range Teacher Salary	\$57,863	\$63,640
Highest Teacher Salary	\$76,413	\$76,145
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	\$113,338	N/A
Superintendent Salary	\$186,758	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

IX. Student Performance

California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	7	6	8	12	14	19	42	43	46
Mathematics	6	3	7	7	6	14	40	40	43
Science	5	2	4	9	4	11	35	38	46
History-Social Science	3	3	3	5	4	8	33	33	36

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

CST 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	6	5	6	5
American Indian or Alaska Native	*	*		
Asian	10	15	0	0
Filipino	6	8	*	*
Hispanic or Latino	7	6	2	4
Pacific Islander	*	*	*	*
White (not Hispanic)	10	7	7	2
Male	6	5	5	2
Female	11	9	1	4
Economically Disadvantaged	8	7	4	
English Learners	0	0	*	*
Students with Disabilities	2	0	*	
Students Receiving Migrant Education Services	*	*		

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 [CAHSEE](#) Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English			11.8			8.7			52.9
Mathematics			5.6			8.3			51.3

Note: Scores are not shown when the number of students tested is 10 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.

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	88.2	11.8	0.0	94.4	5.6	0.0
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	88.2	11.8	0.0	94.4	5.6	0.0
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 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 Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	*
7	4.3
9	2.0

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

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 [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	B	B	B
Similar Schools	B	B	B

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

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" **3930468**

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes 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
	2005-06	2006-07	2007-08	2008
All Students at the School	44	16	N/A	N/A
African American			N/A	N/A
American Indian or Alaska Native			N/A	N/A
Asian			N/A	N/A
Filipino			N/A	N/A
Hispanic or Latino			N/A	N/A
Pacific Islander			N/A	N/A
White (not Hispanic)			N/A	N/A
Socioeconomically Disadvantaged			N/A	N/A
English Learners			N/A	N/A
Students with Disabilities			N/A	N/A

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

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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 English-language arts (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 [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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	No	No
Participation Rate - Mathematics	No	No
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	No
Graduation Rate	No	No

Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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 [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2005-2006
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	20.0

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 [University of California](#) Web site.

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 site.

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 is 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 [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)			59.5	0.3	2.5	66.3	3.1	3.5	4.4
Graduation Rate	90.2	91.3	73.0	100.0	91.3	73.0	85.0	83.0	79.5

Completion of High School Graduation Requirements

Group	Graduating Class of 2008		
	School	District	State
All Students	67		N/A
African American	10		N/A
American Indian or Alaska Native	2		N/A
Asian	9		N/A
Filipino	3		N/A
Hispanic or Latino	28		N/A
Pacific Islander	0		N/A
White (not Hispanic)	14		N/A
Declined to State	1		N/A
Socioeconomically Disadvantaged	N/A		N/A
English Learners	14		N/A
Students with Disabilities	4		N/A

Career Technical Education Programs (School Year 2007-08)

N/A

Career Technical Education Participation (School Year 2007-08)

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

Courses for University of California and/or California State University Admission (School Year 2007-08)

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

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.

A comprehensive professional development plan is in place, which includes the following elements:

- Targeted standards in specific subject areas
- Standards maps in specific subject areas, outlining scope and sequence of what should be taught during each grading period
- Three Wednesday afternoon meetings per month, providing effective instructional strategies
- Annual professional development trainings in mathematics, language arts, science and social science, aligning instruction with content standards and new instructional strategies to teach the standards
- Subject area consultants are brought in several times per year to train and coach teachers
- Effective research-based practices targeting various populations (e.g., EL, males, various ethnic groups), which includes:
 - o AB 466 training (SRA Corrective Reading)
 - o AB 75 training
 - o SB472 training
 - o Great Valley Writing Project
 - o West Ed's Strategic Literacy Initiative
 - o ASCD Writing Trainings
 - o Writing trainings by Scott Evans, Professor, University of the Pacific
 - o West Ed's Math Matters
 - o Numeracy Project
 - o Differentiated instruction training to address the needs of all students (EL populations, males, various ethnic groups)
 - o Hampton Brown High Point or other EL curriculum training
 - o Technology Training
 - o Character Based Literacy Training
 - o Numeracy Project
 - o Fred Jones Training
 - o Economics/Government
 - o Physical Science
 - o Nutrition
 - o Algebra
 - o Geometry
 - o Life Science
 - o Why Try
- Research-based professional development opportunities in science, social science and other subject areas
- International Center for Leadership in Education consultation (Rigor, Relevance and Relationships)
- Northwestern Evaluation Association/Measures of Academic Progress
- Advanced Academics training