

# Orland Community Day School

## School Accountability Report Card

### Reported Using Data from the 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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and 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 webpage 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2012-13)

| School Contact Information |                             |
|----------------------------|-----------------------------|
| School Name                | Orland Community Day School |
| Street                     | 1320 Sixth Street St.       |
| City, State, Zip           | Orland, CA 95963            |
| Phone Number               | (530) 865-1264              |
| Principal                  | Armand Brett                |
| E-mail Address             | abrett@orlandusd.net        |
| CDS Code                   | 11754811130145              |

| <b>District Contact Information</b> |  |
|-------------------------------------|--|
| <b>District Name</b>                | Orland Unified School District   |
| <b>Phone Number</b>                 | (530) 865-1200   |
| <b>Web Site</b>                     | <a href="http://www.orlandusd.net">http://www.orlandusd.net</a>        |
| <b>Superintendent</b>               | Chris Von Kleist   |
| <b>E-mail Address</b>               | <a href="mailto:cvonkleist@orlandusd.net">cvonkleist@orlandusd.net</a> |

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

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

#### **Principal's Message**

Orland Community Day School is an alternative education school for students in grades seven through twelve who have been expelled from a regular school or were in danger of expulsion. Our mission is to maintain an educational base and structure for the students, help them develop good social and behavioral skills, and reintegrate them into their original school. The program attempts to balance providing a traditional school structure with meeting individual needs. Staff, the student, and parents collaborate to develop an individual action plan for the student, and we follow it with a high level of positive behavior programming.

The district is fortunate to have a program that serves students who might not otherwise be able to benefit from receiving an education at an appropriate level. The difficulty is providing appropriate grade-level instruction at a normal rate while managing behavior that is often extreme. The staff works very hard on professional development. They attend multiple trainings and design programs for use in the classroom to improve the services we offer.

#### **Major Achievements**

- Many students made a successful transition back to traditional or less restrictive school settings in the district.
- We increased services for students with Individualized Education Programs (IEPs).

#### **Focus for Improvement**

- Improve educational resources for all students, especially our English learners.
- Develop better methods to motivate and reward students in order to increase improvements in behavior.
- Develop an Accelerated Reader library in the classroom to improve reading interest and skills.

### **Opportunities for Parental Involvement (School Year 2011-12)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

#### **Parental Involvement**

Parents are encouraged to participate in the classroom on a scheduled or drop-in basis. We hold meetings to help parents work with their children on improving attendance, attitude, and grades. We are working on increasing parent involvement to ensure the success of the students. Please contact the school office if you are interested in becoming involved at our school.

#### **Homework**

We assign homework every day. We also assign overnight and long-term research projects. Students are urged to take the work home and to seek a parent's help with the assignment.

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

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Grade 8</b>          | 1                         |
| <b>Grade 10</b>         | 3                         |
| <b>Grade 11</b>         | 3                         |
| <b>Grade 12</b>         | 2                         |
| <b>Total Enrollment</b> | 9                         |

### Student Enrollment by Group (School Year 2011-12)

| Group                            | Percent of Total Enrollment | Group                           | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American        | 0                           | White                           | 66.7                        |
| American Indian or Alaska Native | 0                           | Two or More Races               | 0                           |
| Asian                            | 0                           | Socioeconomically Disadvantaged | 66.7                        |
| Filipino                         | 0                           | English Learners                | 22.2                        |
| Hispanic or Latino               | 33.3                        | Students with Disabilities      | 22.2                        |
| 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 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        | 6               | 1                    |       |         |                 |                      |         | 8   | 1               | 0                    | 0     |     |
| Mathematics    | 6               | 1                    |       |         |                 |                      |         | 0   | 0               | 0                    | 0     |     |
| Science        | 6               | 1                    |       |         |                 |                      |         | 8   | 1               | 0                    | 0     |     |
| Social Science | 6               | 1                    |       |         |                 |                      |         | 0   | 0               | 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)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

A teacher monitors our campus before school starts. We serve an at-risk population, and our staff monitors students closely for behavioral concerns to ensure the safety of all students and staff. During field trips, we supervise students for appropriate and safe conduct. Our staff is vigilant and able to give instructions in the event of an emergency. We review and update the school safety plan annually.

### Suspensions and Expulsions

| Rate*       | School  |         |         | District |         |         |
|-------------|---------|---------|---------|----------|---------|---------|
|             | 2009-10 | 2010-11 | 2011-12 | 2009-10  | 2010-11 | 2011-12 |
| Suspensions |         |         |         |          |         |         |
| Expulsions  | 0       | 0       | 0       | 4.00     | 2.00    | 6.00    |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

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

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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**Year and month in which data were collected:** 1-28-13

We are located in a single-room classroom that is attached to office space. We have some storage and a side office for our attendance/clerical support. The classroom accommodates 12 students comfortably and a maximum of 14 students. We have rest rooms that are sufficient and clean. In addition, we have a sink, microwave oven, and a refrigerator.

Our school includes one building. On an average day, 14 students and staff occupy this building, taking up 93 percent of our capacity.

The bathrooms in our school contain one toilet each, both in good working order when we surveyed the building.

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

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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

## V. Teachers

### Teacher Credentials

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

### 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                   | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

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

### 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* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes              | Percent of Classes in Core Academic Subjects |   |
|----------------------------------|--|---|
|                                  | Taught by Highly Qualified Teachers          | Not Taught by Highly Qualified Teachers |
| This School                      | 100  | 0                                       |
| All Schools in District          | 100  | 0                                       |
| High-Poverty Schools in District | 100  | 0                                       |
| Low-Poverty Schools in District  | 0  | 0                                       |

\* 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) | 0.0                              | ---   |
| Library Media Teacher (Librarian)                   | 0.0                              | ---   |
| Library Media Services Staff (Paraprofessional)     | 0.0                              | ---   |
| Psychologist  | 0.10                             | ---   |
| Social Worker                                       | 0.0                              | ---   |
| Nurse   | 0.0                              | ---   |
| Speech/Language/Hearing Specialist                  | 0.0                              | ---   |
| Resource Specialist                                 | 0.5                              | ---   |
| Other   | 0.0                              | ---   |

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

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 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.

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**Year and month in which data were collected:** September, 2011

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

#### Reading and Writing

A panel of scholars defined the English/language arts standards in 1999. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. They should read and respond to significant works of literature that reflect or enhance their studies of history and social science. They should be able to write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters. To read more about the English/language arts standards for ninth and tenth grades and eleventh and twelfth grades, visit the CDE's Web site.

#### Math

Students can begin taking algebra in the eighth grade, but many students take the course during high school. Through the study of algebra, our students develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Educators consider students' success in algebra to be an indicator of how well they will do in future courses in high school and college. To read more about the math standards for grades eight through twelve as well as the California standards for a variety of advanced math subjects, visit the CDE's Web site.

#### Science

Our science program offers courses in physics, chemistry, biology, life sciences, and earth sciences. In all of these courses, students learn to apply the principles of investigation and experimentation. Many science courses are elective (but required for admission to public and private colleges). All students are required to study biology and life sciences. In this program, students learn principles of physiology, cell biology, genetics, ecology, and evolution. To read more about the California standards for biology/life sciences, physics, chemistry, and earth sciences, visit the CDE's Web site.

#### Social Science

Our ninth grade students have no social studies requirements. In the tenth grade, they study world history, from the late 18th century through the present, including the cause and course of the two world wars. Students in the eleventh grade study the major turning points in US history in the 20th century. Students in twelfth grade pursue a deeper understanding of the institutions of American government. In addition, our students will learn how to think from the perspectives of history and geography. They'll learn to research topics on their own, develop their own point of view, and interpret history.

#### Textbooks

We choose our textbooks from lists that have already been approved by state education officials.

| Core Curriculum Area  | Textbooks and Instructional Materials/<br>Year of Adoption                                     | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-----------------------|--|----------------------------------|---|
| Reading/Language Arts | All core subject textbooks are current, and aligned to the California State Content Standards. | Yes                              | 0   |
| Mathematics           | All core subject textbooks are current, and aligned to the California State Content Standards. | Yes                              | 0   |
| Science               | All core subject textbooks are current, and aligned to the California State Content Standards. | Yes                              | 0   |

| Core Curriculum Area       | Textbooks and Instructional Materials/<br>Year of Adoption                                     | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|----------------------------|--|----------------------------------|---|
| History-Social Science     | All core subject textbooks are current, and aligned to the California State Content Standards. | Yes                              | 0   |
| Health                     | All core subject textbooks are current, and aligned to the California State Content Standards. | Yes                              | 0   |
| Visual and Performing Arts | All core subject textbooks are current, and aligned to the California State Content Standards. | Yes                              | 0   |

## VIII. School Finances

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

| Level  | Expenditures Per Pupil |                             |                        | Average<br>Teacher<br>Salary |
|--|------------------------|-----------------------------|------------------------|------------------------------|
|  | Total                  | Supplemental/<br>Restricted | Basic/<br>Unrestricted |                              |
| School Site                                  | 30072                  | 0                           | 30072                  | 59795                        |
| District                                     | ---                    | ---                         | \$5,519                | \$58,033                     |
| Percent Difference: School Site and District | ---                    | ---                         | 444.9                  | 3.0                          |
| State  | ---                    | ---                         | \$5,455                | \$62,892                     |
| Percent Difference: School Site and State    | ---                    | ---                         | 451.3                  | -4.9                         |

\* **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 webpage 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 webpage 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 specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

There are few sources of funds for this school beyond what is provided to support the small class size. Funding is adequate for almost all needs.

### Teacher and Administrative Salaries (Fiscal Year 2010-11)

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$40,047        | \$38,725                                     |
| Mid-Range Teacher Salary                      | \$54,381        | \$59,717                                     |
| Highest Teacher Salary                        | \$74,079        | \$77,957                                     |
| Average Principal Salary (Elementary)         | \$79,907        | \$95,363                                     |
| Average Principal Salary (Middle)             | \$83,624        | \$98,545                                     |
| Average Principal Salary (High)               | \$93,727        | \$107,031                                    |
| Superintendent Salary                         | \$131,000       | \$149,398                                    |
| Percent of Budget for Teacher Salaries        | 38%             | 37%  |
| Percent of Budget for Administrative Salaries | 7%              | 6%   |

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

## IX. Student Performance

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 |         |         |          |         |         |         |         |         |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | School  |         |         | District |         |         | State   |         |         |
|                        | 2009-10   | 2010-11 | 2011-12 | 2009-10  | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| English-Language Arts  |   |         |         | 39       | 38      | 42      | 52      | 54      | 56      |
| Mathematics            |   |         |         | 33       | 37      | 37      | 48      | 50      | 51      |
| Science                |   |         |         | 44       | 41      | 45      | 54      | 57      | 60      |
| History-Social Science |   |         |         | 39       | 35      | 35      | 44      | 48      | 49      |

\* 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                       | 42  | 37          | 45      | 35                     |
| All Student at the School                     |   |             |         |                        |
| Male  |   |             |         |                        |
| Female  |   |             |         |                        |
| Black or African American                     |   |             |         |                        |
| American Indian or Alaska Native              |   |             |         |                        |
| Asian   |   |             |         |                        |
| Filipino                                      |   |             |         |                        |
| Hispanic or Latino                            |   |             |         |                        |
| Native Hawaiian/Pacific Islander              |   |             |         |                        |
| White   |   |             |         |                        |
| Two or More Races                             |   |             |         |                        |
| Socioeconomically Disadvantaged               |   |             |         |                        |
| English Learners                              |   |             |         |                        |
| Students with Disabilities                    |   |             |         |                        |
| Students Receiving Migrant Education Services |   |             |         |                        |

\* 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 Students - Three-Year Comparison**

| Subject               | School  |         |         | District |         |         | State   |         |         |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                       | 2009-10 | 2010-11 | 2011-12 | 2009-10  | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| English-Language Arts |         |         |         | 50       | 45      | 46      | 54      | 59      | 56      |
| Mathematics           |         |         |         | 50       | 45      | 47      | 54      | 56      | 58      |

\* 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

| Group   | English-Language Arts |            |          | Mathematics    |            |          |
|---|-----------------------|------------|----------|----------------|------------|----------|
|   | Not Proficient        | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA                       | 54                    | 33         | 13       | 53             | 36         | 11       |
| All Students at the School                    |                       |            |          |                |            |          |
| Male  |                       |            |          |                |            |          |
| Female  |                       |            |          |                |            |          |
| Black or African American                     |                       |            |          |                |            |          |
| American Indian or Alaska Native              |                       |            |          |                |            |          |
| Asian   |                       |            |          |                |            |          |
| Filipino                                      |                       |            |          |                |            |          |
| Hispanic or Latino                            |                       |            |          |                |            |          |
| Native Hawaiian/Pacific Islander              |                       |            |          |                |            |          |
| White   |                       |            |          |                |            |          |
| Two or More Races                             |                       |            |          |                |            |          |
| Socioeconomically Disadvantaged               |                       |            |          |                |            |          |
| English Learners                              |                       |            |          |                |            |          |
| Students with Disabilities                    |                       |            |          |                |            |          |
| Students Receiving Migrant Education Services |                       |            |          |                |            |          |

\* 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 webpage 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       |      |      |      |
| Similar Schools |      |      |      |

**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       |                   |         |         |
| Black or African American        |                   |         |         |
| American Indian or Alaska Native |                   |         |         |
| Asian                            |                   |         |         |
| Filipino                         |                   |         |         |
| Hispanic or Latino               |                   |         |         |
| Native Hawaiian/Pacific Islander |                   |         |         |
| White                            |                   |         |         |
| Two or More Races                |                   |         |         |
| Socioeconomically Disadvantaged  |                   |         |         |
| English Learners                 |                   |         |         |
| Students with Disabilities       |                   |         |         |

\* "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 number of students included in the API and the 2012 Growth API at the school, district, and state level.

| Group                            | 2012 Growth API |            |               |            |               |            |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
|                                  | School          |            | District      |            | State         |            |
|                                  | # of Students   | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School       |                 |            | 1,533         | 729        | 4,664,264     | 788        |
| Black or African American        |                 |            | 11            | 752        | 313,201       | 710        |
| American Indian or Alaska Native |                 |            | 14            | 668        | 31,606        | 742        |
| Asian                            |                 |            | 43            | 687        | 404,670       | 905        |
| Filipino                         |                 |            | 4             |            | 124,824       | 869        |
| Hispanic or Latino               |                 |            | 929           | 700        | 2,425,230     | 740        |
| Native Hawaiian/Pacific Islander |                 |            | 1             |            | 26,563        | 775        |
| White                            |                 |            | 521           | 782        | 1,221,860     | 853        |
| Two or More Races                |                 |            | 8             |            | 88,428        | 849        |
| Socioeconomically Disadvantaged  |                 |            | 1,186         | 705        | 2,779,680     | 737        |
| English Learners                 |                 |            | 591           | 636        | 1,530,297     | 716        |
| Students with Disabilities       |                 |            | 193           | 592        | 530,935       | 607        |

### Adequate Yearly Progress

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

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

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

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

| AYP Criteria                                  | School | District |
|---|--------|----------|
| Made AYP Overall                              | Yes    | No       |
| Met Participation Rate: English-Language Arts | Yes    | Yes      |
| Met Participation Rate: Mathematics           | Yes    | Yes      |
| Met Percent Proficient: English-Language Arts | Yes    | No       |
| Met Percent Proficient: Mathematics           | Yes    | No       |
| Met API Criteria                              | N/A    | Yes      |
| Met Graduation Rate (if applicable)           | N/A    | 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 webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator   | School | District  |
|---|--------|-----------|
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2009-2010 |
| Year in Program Improvement                         |        | Year 3    |
| Number of Schools Currently in Program Improvement  | ---    | 2         |
| Percent of Schools Currently in Program Improvement | ---    | 33.3      |

## 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 webpage 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 webpage 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 |
| <b>Dropout Rate (1-year)</b> | 50      | 10.3    | 6.7     | 3.3      | 10.3    | 6.7     | 5.7     | 16.6    | 14.4    |
| <b>Graduation Rate</b>       |         |         |         | 89.36    | 88.82   | 90.80   | 78.59   | 80.53   | 76.26   |

\* 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 2011-12 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 |
| <b>All Students</b>                     |                          |          | ---   |
| <b>Black or African American</b>        |                          |          | ---   |
| <b>American Indian or Alaska Native</b> |                          |          | ---   |
| <b>Asian</b>                            |                          |          | ---   |
| <b>Filipino</b>                         |                          |          | ---   |
| <b>Hispanic or Latino</b>               |                          |          | ---   |
| <b>Native Hawaiian/Pacific Islander</b> |                          |          | ---   |
| <b>White</b>                            |                          |          | ---   |
| <b>Two or More Races</b>                |                          |          | ---   |
| <b>Socioeconomically Disadvantaged</b>  |                          |          | ---   |
| <b>English Learners</b>                 |                          |          | ---   |
| <b>Students with Disabilities</b>       |                          |          | ---   |

\* "N/D" means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs (School Year 2011-12)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

### Career Technical Education Participation (School Year 2011-12)

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of pupils participating in CTE   | 0                         |
| % of pupils completing a CTE program and earning a high school diploma                            | 0                         |
| % of CTE courses sequenced/articulated between the school/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        |         |
| 2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission |         |

### 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                                 |

\* Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

We offer districtwide training for our staff year round and encourage teachers to attend trainings and conferences to improve their instructional methods.