

# Executive Summary School Accountability Report Card, 2010–11

## For Oakes Children's Center

**Address:** 1550 Treat Ave  
**Principal:** Austin Lambe

**Phone:** (415) 641-8000  
**Grade Span:** K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

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*Narrative provided by the LEA*

### Student Enrollment

Group	Enrollment
Number of students	22
Black or African American	59%
American Indian or Alaska Native	0%
Asian	0%
Filipino	9%
Hispanic or Latino	5%
Native Hawaiian or Pacific Islander	0%
White	18%
Two or More Races	9%
Socioeconomically Disadvantaged	95%
English Learners	90%
Students with Disabilities	100%

### Teachers

Indicator	Teachers
Teachers with full credential	4
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	LEA has this info
Mathematics	
Science	
History-Social Science	

## Academic Progress<sup>2</sup>

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	LEA has this info
Statewide Rank (from 2010 Base API Report)	
Met All 2011 AYP Requirements	
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	
2011–12 Program Improvement Status (PI Year)	

## School Facilities

### Summary of Most Recent Site Inspection

*Narrative provided by the LEA*

### Repairs Needed

*Narrative provided by the LEA*

### Corrective Actions Taken or Planned

*Narrative provided by the LEA*

## Curriculum and Instructional Materials

Core Curriculum Area	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)	NA

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$36,120.00
District	\$4,251.00
State	\$5,681.00

<sup>1</sup> Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

<sup>2</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Completion

Indicator	Result
Graduation Rate (if applicable)	NA: K-8 school

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA: K-8 school
Graduates Who Completed All Courses Required for University of California or California State University Admission	

## **School Accountability Report Card** **Reported Using Data from the 2010–11 School Year** *Published During 2011–12*

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 Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### **I. Data and Access**

#### **Ed-Data Partnership Web Site**

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

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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 2011–12)

School		District	
School Name	<i>Data provided by the California Department of Education (CDE). All data provided by the CDE should be verified for accuracy by the LEA.</i>	District Name	<i>Data provided by the CDE. All data provided by the CDE should be verified for accuracy by the LEA.</i>
Street		Phone Number	
City, State, Zip		Web Site	
Phone Number		Superintendent	
Principal		E-mail Address	
E-mail Address		CDS Code	

### School Description and Mission Statement (School Year 2010–11)

<p>Oakes Children's Center offers a comprehensive Day Treatment and Educational program for up to 34 children ages 4 to 14 years old. Our facility includes an on-site non-public school and a full range of mental health services. Our facility is richly staffed with both educational and mental health professionals. Children served are those with severe emotional and behavioral difficulties. These children need intensive educational and mental health intervention in order to be able to function adequately within the community. Often children who are placed at Oakes have previously needed containment in psychiatric hospitals. Many have experienced serious abuse and other traumas. Others suffer from a variety of autistic spectrum disorders. Nearly all children have presented significant management problems in their public school classes. In addition to a specialized educational program, services to these children may include play therapy, expressive arts therapy, family therapy, psychological testing, reading tutoring, speech therapy, afterschool services, and home visits. Parent groups for our day treatment program may also be offered.</p>
<p><b><i>Goals of Oakes Day Treatment Program</i></b></p>
<p>The children placed at Oakes receive intensified services. The aim of our program is to keep children in the community and out of more restrictive residential and psychiatric hospital placement. We also hope to bring the child as close to (if not above) academic grade level, to develop good communication skills, and prepare for an eventual return to a less restrictive environment. Many of our children are mainstreamed back into public school settings or other less restrictive settings. Oakes will work as closely as possible with any new school placement in order to make the transition successful. Oakes will also offer its graduates outpatient mental health services when possible, or provide referral and follow-up to ensure a smooth transition.</p>
<p><b><i>Day Treatment: Educational Services</i></b></p>
<p>Classes are made up of approximately seven children who are taught by a credentialed special education teacher, and one to two teaching assistants or Mental Health</p>

<p>Rehabilitative Specialists (MHRS). In addition, supervised undergraduate interns often work in our classrooms on a volunteer basis. This means there are sometimes 5 adults in a class of seven students. Oakes has had excellent results in helping children who have no reading skills (i.e. not even letter recognition) learn to read at close to grade level. Each classroom team constantly refers to the child's IEP to work toward specified goals.</p>
<p>Oakes also works with speech and occupational therapists that provide therapy for children whose IEPs specify those services.</p>
<p>Each classroom is equipped with a computer and with software that maximizes learning for a special education population. Our curriculum is consonant with that of the San Francisco Unified School District.</p>
<p>Our classroom structure is highly defined and provides appropriate behavioral interventions. A comprehensive behavior management system is in place in each classroom.</p>

**Day Treatment: Mental Health Services**

Mental Health Services are integrated throughout the education program. Educational staff work closely with mental health staff to provide a therapeutic environment with mental health staff actively involved during the day treatment hours providing group and individual therapeutic interventions.

**Opportunities for Parental Involvement (School Year 2010–11)**

<p><i>Narrative provided by the LEA</i></p> <p><i>Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.</i></p>
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**Student Enrollment by Grade Level (School Year 2010–11)**

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	<i>Data provided by the CDE</i>	Grade 8	<i>Data provided by the CDE</i>
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	

### Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	<i>Data provided by the CDE</i>
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	<i>Data provided by the CDE</i>				<i>Data provided by the LEA</i>					<i>Data provided by the CDE</i>		
1												
2												
3												
4												
5												
6												
Other												

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	<i>Data provided by the CDE</i>				<i>Data provided by the LEA</i>					<i>Data provided by the CDE</i>		
Mathematics												
Science												
Social Science												

\* 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 2010–11)

*Narrative provided by the LEA*

Use this space to provide 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.

#### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	<i>Data provided by the CDE</i>					
Expulsions						

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

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011–12)

*Narrative provided by the LEA*

Using the most recent Facility Inspection Tool (FIT) data (or equivalent) provide the following:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

#### School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer					<p><i>Data provided by the LEA</i></p> <p>Using the most recent FIT data (or equivalent) provide the following:</p> <ul style="list-style-type: none"> <li>▪ Determination of repair status for systems listed</li> <li>▪ Description of any needed maintenance to ensure good repair</li> <li>▪ The year and month in which the data were collected</li> <li>▪ The Overall Rating (bottom row)</li> </ul>
<b>Interior:</b> Interior Surfaces					
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation					
<b>Electrical:</b> Electrical					
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains					
<b>Safety:</b> Fire Safety, Hazardous Materials					
<b>Structural:</b> Structural Damage, Roofs					
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences					
<b>Overall Rating</b>					

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	<i>Data provided by the CDE</i>	<i>Data provided by the LEA</i>		
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)	<i>Data provided by the LEA</i>			

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	<i>Data provided by the LEA</i>		
Total Teacher Misassignments*			
Vacant Teacher Positions			

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	<i>Data provided by the CDE</i>	
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	<i>Data provided by the LEA</i>	
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

Note: Cells shaded in black do not require data.

\* 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 2011–12)

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 instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

*Year and month in which data were collected:* \_\_\_\_\_

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<i>Data provided by the LEA</i>		
Mathematics	<p><b>Note: You are not required to present SARC information in a tabular format. This template is only a guide. You can provide a narrative or other format. But be sure to include all the information requested below for this section:</b></p> <p>List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, &amp; history-social science), including:</p> <ul style="list-style-type: none"> <li>▪ Year they were adopted</li> <li>▪ Whether they were selected from the most recent list of standards-based materials adopted by the SBE or local governing board</li> <li>▪ Percent of students who lack their own assigned textbooks and/or instructional materials*</li> <li>▪ For K-8, include any supplemental curriculum adopted by local governing board</li> </ul> <p><i>*If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and <b>note the year and month in which the data were collected.</b></i></p>		
Science			
History-Social Science			
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	<i>Data provided by the LEA</i>			
District			<i>Data provided by the LEA</i>	<i>Data provided by the CDE</i>
Percent Difference – School Site and District			<i>Data provided by the LEA</i>	
State			<i>Data provided by the CDE</i>	
Percent Difference – School Site and State			<i>Data provided by the LEA</i>	

Note: Cells shaded in black do not require data.

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

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

### Types of Services Funded (Fiscal Year 2010–11)

<i>Narrative provided by the LEA</i>
<i>Provide 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.</i>

### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	<i>Data provided by the CDE</i>	
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

## IX. Student Performance

### Standardized Testing and Reporting Program

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

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	<i>Data provided by the CDE</i>								
Mathematics									
Science									
History-Social Science									

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	<i>Data provided by the CDE</i>			
All Students at the School				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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

### California High School Exit Examination

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English- Language Arts	<i>Data provided by the CDE</i>								
Mathematics									

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	<i>Data provided by the CDE</i>					
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

## California Physical Fitness Test Results (School Year 2010–11)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	<i>Data provided by the CDE</i>		
7			
9			

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

## X. Accountability

### Academic Performance Index

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

### Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2008	2009	2010
Statewide	<i>Data provided by the CDE</i>		
Similar Schools			

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11	
All Students at the School	<i>Data provided by the CDE</i>			
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races	N/D	<i>Data provided by the CDE</i>		
Socioeconomically Disadvantaged	<i>Data provided by the CDE</i>			
English Learners				
Students with Disabilities				

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

## Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	<i>Data provided by the CDE</i>					
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						

### 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	<i>Data provided by the CDE</i>	
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met API Criteria		
Met Graduation Rate		

## Federal Intervention Program (School Year 2011–12)

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

Indicator	School	District
Program Improvement Status	<i>Data provided by the CDE</i>	
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		<i>Data provided by the CDE</i>
Percent of Schools Currently in Program Improvement		<i>Data provided by the CDE</i>

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

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

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

#### California State University

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

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

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

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Dropout Rate (1-year)</b>	<i>Data provided by the CDE</i>								
<b>Graduation Rate</b>									

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 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 2011		
	School	District	State
<b>All Students</b>			N/D
<b>Black or African American</b>			N/D
<b>American Indian or Alaska Native</b>			N/D
<b>Asian</b>			N/D
<b>Filipino</b>			N/D
<b>Hispanic or Latino</b>	<i>Data provided by the LEA</i>		N/D
<b>Native Hawaiian or Pacific Islander</b>			N/D
<b>White</b>			N/D
<b>Two or More Races</b>			N/D
<b>Socioeconomically Disadvantaged</b>			N/D
<b>English Learners</b>			N/D
<b>Students with Disabilities</b>			N/D

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

## Career Technical Education Programs (School Year 2010-11)

### *Narrative provided by the LEA*

*Use this space to provide 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*
- *The primary representative of the district's CTE advisory committee and the industries represented on the committee*

### Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	<i>Data provided by the LEA</i>
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	<i>Data provided by the CDE</i>
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	

### Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	<i>Data provided by the CDE</i>	[Shaded Black]
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		

Note: Cells shaded in black do not require data.

\*Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

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

*Narrative provided by the LEA*

Use this space to share 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 data reporting, etc.)?