

# School Accountability Report Card

## Reported Using Data from 2009–10 School Year

*Published During 2010–11*

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

## I. Data and Access

### *DataQuest*

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., 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 2010–11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Bayshore Preparatory Charter School	<b>District Name</b>	San Marcos Unified
<b>Street</b>	1175 Linda Vista Dr.	<b>Phone Number</b>	760-752-1299
<b>City, State, Zip</b>	San Marcos, CA 92078	<b>Web Site</b>	<a href="http://www.smusd.org">www.smusd.org</a>
<b>Phone Number</b>	760-471-0847	<b>Superintendent</b>	Kevin Holt
<b>Principal</b>	Nancy Spencer	<b>E-mail Address</b>	<a href="mailto:Dana.roderick@smusd.org">Dana.roderick@smusd.org</a>
<b>E-mail Address</b>	<a href="mailto:nspencer@bayshoreprep.org">nspencer@bayshoreprep.org</a>	<b>CDS Code</b>	37-73791-0109785

## School Description and Mission Statement (School Year 2009–10)

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

Bayshore Preparatory Charter School (BPCS) adheres to a Personalized Learning model of Education. Our goal is to educate K-12 students through a rigorous college prep curriculum in a flexible, student-centered learning environment. We strive to actively partner with students, parents and the community to support students' academic success and personal goals. The BPCS community is committed to fostering the development of the unique potential of each student through experiences that promote self-directed learning, self-reliance, responsibility, and collaborative decision-making. BPCS supports students' extracurricular interests and further educational and career goals via clubs, elective courses, field trips, and the opportunity for concurrent enrollment at Palomar Community College.

The diversity of the BPCS student population lies not only in the socio-economic status but also in their motivation for enrollment in this type of independent study program. The staff at BPCS continuously tailors curriculum to the individual learning styles of each student, utilizing one-on-one teaching, small group instruction, independent learning, and technological resources. Upon enrollment at BPCS, each student's supervising teacher analyzes their personal and academic status and areas of need in order to develop an individualized educational plan.

## Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

The Parent Advisory Committee (PAC) was established to make recommendations to the Board concerning needed changes and/or additions to the charter as well as oversee fundraising. The PAC consists of parents/guardians of students enrolled at Bayshore Preparatory and the Executive Director. Parent/guardian members are chosen by ballot of parents of students enrolled. The PAC meets not less than four (4) times per year. They may elect from their ranks a Chair, Vice-Chair, and Secretary to serve one year terms. Each member will have one vote and all decisions will require a simple majority of the members voting. The PAC has adopted its own procedures for filling mid-term vacancies. Members report their proceedings directly to the Board at the next monthly Board meeting. The PAC oversees fundraising activities and directs the allocation of spending with input from staff. All parents/guardians are welcome to attend the PAC meetings.

## Student Enrollment by Grade Level (School Year 2009–10)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	1	Grade 8	10
Grade 1	3	Ungraded Elementary	0
Grade 2	0	Grade 9	17
Grade 3	3	Grade 10	20
Grade 4	3	Grade 11	38
Grade 5	5	Grade 12	53
Grade 6	6	Ungraded Secondary	0
Grade 7	3	Total Enrollment	162

## Student Enrollment by Group (School Year 2009–10)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.3%	White	63.6%
American Indian or Alaska Native	2.5%	Two or More Races	1.2%
Asian	0.6%	Socioeconomically Disadvantaged	24.7%
Filipino	1.2%	English Learners	8.0%
Hispanic or Latino	26.5%	Students with Disabilities	6.7%
Native Hawaiian/Pacific Islander	0.0%		

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

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

Grade Level	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other					26.8	1	2	1		N/A	N/A	N/A

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

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

Subject	2007–08				2008–09				2009–10			
	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			0		22.3	2	2		N/A			
Mathematics	10.4	11			22.3	3		1	N/A			
Science	14.5	2			27.0	1	1		N/A			
Social Science									N/A			

### III. School Climate

#### School Safety Plan (School Year 2009–10)

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

Bayshore Preparatory has a comprehensive and well-planned safety plan contained in an Emergency Preparedness Handbook. The manual was developed over time with input from the district, disaster training workshops, and professional emergency personnel. Included in the handbook are plans for a wide variety of potential disasters including both man-made and natural emergencies. This Handbook is updated annually. At the beginning of the school year, the Emergency Prepared Handbook is distributed to the teachers and reviewed for clarification and procedures related to any emergency. Fire and Lockdown procedures are explained and practiced on a regular basis at the school as required by law. Any updated safety issues or concerns are immediately addressed at regular staff meetings.

In addition, the school site is monitored 24 hours with exterior security cameras. The school's internal security system operated 24 hours a day.

#### Suspensions and Expulsions

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

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	0	0	0	7.3	5.5	6.7
Expulsions	0	0	0	0.4	0.3	0.5

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010–11)

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

Bayshore Preparatory is located at 1175 Linda Vista Dr., San Marcos, CA 92078. The facility is 12,493 square feet. The facility is in an attractive and safe area, providing good access for administrators, teachers, and the students or parents who visit the school. The facility has a certificate of occupancy, is air conditioned, heated, and illuminated with florescent lights. The facility provides handicapped accessibility in all areas including bathrooms and parking.

## School Facility Good Repair Status (School Year 2010–11)

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

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

## V. Teachers

### Teacher Credentials

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

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
<b>With Full Credential</b>	14	7	8	99.5%
<b>Without Full Credential</b>	0	3	1	,5%
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008–09	2009–10	2010–11
<b>Misassignments of Teachers of English Learners</b>	2	0	0
<b>Total Teacher Misassignments</b>	2	0	0
<b>Vacant Teacher Positions</b>	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student 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. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100%	0.0
<b>All Schools in District</b>	100%	0.0
<b>High-Poverty Schools in District</b>	100%	0.0
<b>Low-Poverty Schools in District</b>	100%	0.0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009–10)

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

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

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Good; Students are provided with a textbook and instructional materials to take home	0%	N/A
Mathematics	Good; Students are provided with a textbook and instructional materials to take home	0%	N/A
Science	Good; Students are provided with a textbook and instructional materials to take home	0%	N/A
History-Social Science	Good; Students are provided with a textbook and instructional materials to take home	0%	N/A
Foreign Language	Good; Students are provided with a textbook and instructional materials to take home	0%	N/A
Health	Good; Students are provided with a textbook and instructional materials to take home	0%	N/A
Visual and Performing Arts	Good; Students are provided with a textbook and instructional materials to take home	0%	N/A
Science Laboratory Equipment (grades 9-12)	Good; Students are provided with a textbook and instructional materials to take home	0%	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,370	\$364	\$7,006	\$40,759
District	\$7,699	N/A	\$5,347	\$65,747
Percent Difference – School Site and District	-4%	N/A		
State	\$8,736	N/A	\$5,681	\$66,478
Percent Difference – School Site and State	-16%	N/A		

### Types of Services Funded (Fiscal Year 2009–10)

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

The following programs and supplemental services are funded through either categorical, supplemental or other sources:

Special Education Program – services provided by SMUSD through funding provided by the North County SELPA which included funding for a Resource Instructor, contract related service providers, supplies and materials. In addition, Bayshore pays an annual encroachment fee to SMUSD for these services.

State Categorical Block Grant – Funding provided by the state which supported regular teacher salaries, stipends and educational materials.

State Lottery Funding – Funding provided by the state lottery board for textbook purchases and other educational materials for students.

### Teacher and Administrative Salaries (Fiscal Year 2008–09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,000	N/A
Mid-Range Teacher Salary	\$40,759	N/A
Highest Teacher Salary	\$57,000	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	\$97,000	N/A
Percent of Budget for Teacher Salaries	21%	N/A
Percent of Budget for Administrative Salaries	5.1%	N/A



## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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

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

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

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>English-Language Arts</b>	44%	42%	40%	58%	64%	69%	46%	50%	52%
<b>Mathematics</b>	30%	20%	16%	56%	63%	67%	43%	46%	48%
<b>Science</b>	39%	30%	37%	56%	59%	68%	46%	50%	54%
<b>History-Social Science</b>	31%	27%	28%	49%	55%	63%	36%	41%	44%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	40%	16.5%	37%	28%
All Students at the School	40%	16.5%	37%	28%
Male	42%	27%	38%	45%
Female	38%	10%	36%	18%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	38%	19%	N/A	29%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	39%	18%	42%	28%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	40%	18%	21%	10%
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

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

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	80%	85%	86%	60.5%	61.9%	67%	52.9%	52%	54%
Mathematics	61%	86%	90%	57.8%	63.7%	65.2%	51.3%	53.3%	53.4%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	14%	86%	55%	10%	90%	48%
All Students at the School	14%	86%	55%	10%	90%	48%
Male	*	*	*	*	*	*
Female	6%	94%	56%	13%	88%	44%
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	15%	85%	46%	8%	92%	50%
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 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 Physical Fitness Test Results (School Year 2009–10)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	63.1%	26.3%	0%

## 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. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	6	4	4
Similar Schools	6	1	1

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

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	-7	-8	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-2	-11	5
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	685	853	767
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		788	715
Native Hawaiian/Pacific Islander			
White		912	838
Two or More Races			
Socioeconomically Disadvantaged		784	712
English Learners		765	691
Students with Disabilities		664	580

### Adequate Yearly Progress

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

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

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

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

### Federal Intervention Program (School Year 2010–11)

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

Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	Not In PI	Not In PI
Year in Program Improvement	Not In PI	Not In PI
Number of Schools Currently in Program Improvement	Not In PI	Not In PI
Percent of Schools Currently in Program Improvement	Not In PI	Not In PI

## 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

#### California State University

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

### Dropout Rate and Graduation Rate

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

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>Dropout Rate (1-year)</b>	8.8	4.6	5.7	2.7	1.9	1.9	4.4	3.9	4.5
<b>Graduation Rate</b>	92.7	89.7	70.3	88.9	91.3	87.3	80.6	80.2	78.6

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met 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 2010		
	School	District	State
<b>All Students</b>	N/A	86.7%	82.4%
<b>Black or African American</b>	N/A	95%	93.6%
<b>American Indian or Alaska Native</b>	N/A	100%	100%
<b>Asian</b>	N/A	94.4%	95.8%
<b>Filipino</b>	N/A	100%	100%
<b>Hispanic or Latino</b>	N/A	82.8%	83.9%
<b>Native Hawaiian/Pacific Islander</b>	N/A	100%	100%
<b>White</b>	N/A	87%	90.7%
<b>Two or More Races</b>	N/A		
<b>Socioeconomically Disadvantaged</b>	N/A	95.9%	99.2%
<b>English Learners</b>	N/A	58.1%	65.2%
<b>Students with Disabilities</b>	N/A	97%	96.1%

## Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

N/A

## Career Technical Education Participation (School Year 2009–10)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of 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 2008–09)

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

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	7.7%

## Advanced Placement Courses (School Year 2009–10)

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

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

Several days prior to school commencing, professional development is provided in grade and subject level curriculum, the school information tracking system, student assessment including STAR data analysis by grade level, subject and cluster content. On-going professional development, including workshops, conferences and weekly staff meetings are available throughout the year. Teachers are sent to workshops and return as trainer of trainers. Beginning teachers participate in BTSA training. Because of the structure of our program, opportunities are available throughout the year that don't impact continued student learning.