

Executive Summary School Accountability Report Card, 2006-07

For Soulsbyville Elementary School

Address: 20300 Soulsbyville Rd., Soulsbyville, CA 95372 **Phone:** (209) 532-1419
Principal: Bart Taylor **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 school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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

Soulsbyville School is a K-8 single school district with approximately 550 students, 65 staff members, (36 certificated personnel, including regular and special education teachers, counselors, administrators, a music instructor, highly qualified paraprofessionals) and about 340 families. It is located in Tuolumne County in a rural mountainous, unincorporated area. Most of our students are bused to school from dissimilar housing subdivisions and land parcels. The population has a range of 0-10 Limited English Speaking students. In spite of the diverse socioeconomic backgrounds from which they come, students interact very positively with one another at school. Our student population blends together with minimal friction based on social, cultural, or economic prejudice. Academically, Soulsbyville students have scored above the 800 mark on our STAR API scores for several years. The 2006/2007 score was 819, ranking 8 out of 10 among all schools statewide. Soulsbyville has been honored as a Distinguished School two times, the first year of the award's existence in 1986 and again in 2000.

Mission Statement

Soulsbyville School will provide a safe learning environment where:

- _ A family atmosphere prevails that includes nurturing relationships and high expectations.

- _ A caring, team approach that includes staff, parents and community, is used to ensure that ALL students achieve at their maximum level.

- _ Individual student success is measured against mastery and application of California grade level standards.

- _ Technology is embedded in our practices to improve teaching, learning and technology literacy

- _ Everyone feels empowered to do his or her personal best.

- _ Teachers have all the knowledge / skills necessary to meet needs of every student so each one achieves at a proficient level or above in all core academic areas by the time they graduate from Soulsbyville School.

- _ Every student and faculty member is motivated by a resilient "can do" attitude that promotes individual contribution / participation and respect for learning.

- _ Students grow academically, gain self-confidence and self-discipline, practice responsible citizenship, and enjoy becoming life-long learners.

- _ Parents feel empowered to become partners with the school in their children's learning.

Student Enrollment

Group	Enrollment
Number of students	555
African American	0.18%
American Indian or Alaska Native	0.72%
Asian	%
Filipino	%
Hispanic or Latino	4.86%
Pacific Islander	%
White (not Hispanic)	80.36%
Multiple or No Response	13.87%
Socioeconomically Disadvantaged	27%
English Learners	1%
Students with Disabilities	12%

Teachers

Indicator	Teachers
Teachers with full credential	33
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

Soulsbyville has been experiencing a loss of students the past few years and is considering eliminating several portable classrooms. Playground equipment is well maintained and additional equipment and play areas are being considered. Our congested traffic condition of the past has been virtually eliminated by using our one-way through road. Our current growth project initiated in the late 1990's is due for completion for the start of the '07-'08 school year. This has added additional parking space, a new multipurpose auditorium and permanent two story classroom buildings. Several existing portable buildings were moved during the summer of 2007 as a part of the new growth project.

Repairs Needed

None Needed

Corrective Actions Taken or Planned

None

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	59%
Mathematics	57%
Science	60%
History-Social Science	46%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	819
Statewide Rank (from 2007 API Base Report)	8
2007-08 Program Improvement Status (PI Year)	Not in PI

School Completion

Postsecondary Preparation

Indicator	Result
Graduation Rate	

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

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Soulsbyville Elementary	District Name	Soulsbyville Elementary
Street	20300 Soulsbyville Road	Phone Number	(209) 532-1419
City, State, Zip	Soulsbyville, CA 95372	Web Site	www.soulsbyville.k12.ca.us
Phone Number	(209) 532-1419	Superintendent	Jeff Winfield
Principal	Bart Taylor	E-mail Address	jwinfield@soulsbyville.k12.ca.us
E-mail Address	btaylor@soulsbyville.k12.ca.us	CDS Code	55-72397-6054928

School Description and Mission Statement

This section provides information about the school's goals and programs.

Soulsbyville School is a K-8 single school district with approximately 550 students, 65 staff members, (36 certificated personnel, including regular and special education teachers, counselors, administrators, a music instructor, highly qualified paraprofessionals) and about 340 families. It is located in Tuolumne County in a rural mountainous, unincorporated area. Most of our students are bused to school from dissimilar housing subdivisions and land parcels. The population has a range of 0-10 Limited English Speaking students. In spite of the diverse socioeconomic backgrounds from which they come, students interact very positively with one another at school. Our student population blends together with minimal friction based on social, cultural, or economic prejudice. Academically, Soulsbyville students have scored above the 800 mark on our STAR API scores for several years. The 2006/2007 score was 819, ranking 8 out of 10 among all schools statewide. Soulsbyville has been honored as a Distinguished School two times, the first year of the award's existence in 1986 and again in 2000.

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_ Every student and faculty member is motivated by a resilient “can do” attitude that promotes individual contribution / participation and respect for learning.

_ Students grow academically, gain self-confidence and self-discipline, practice responsible citizenship, and enjoy becoming life-long learners.

_ Parents feel empowered to become partners with the school in their children’s learning.

Opportunities for Parental Involvement

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

At Soulsbyville, there are many opportunities provided for parents to actively participate in the educational process with their children. PTA sponsors parent participation events - -from manning fundraisers, to delivering the Halloween Carnival, or a talent show, or a fall, winter or spring activity. Parents volunteer in classrooms or the media center, providing a wide variety of support directly to students. Parents are especially welcome as chaperones on the many extended field studies taken by every grade level. Parents also support each other by participating in small group focus sessions designed to share knowledge and experiences about raising children. Grandparents also volunteer in these activities and are honored in May at a special school wide Grandparents Day Celebration. Our School Site Council is very involved in the maintaining of a positive school climate. They have focused on a decline in parent participation and attribute it to more parents needing to work during school hours.

For additional information about organized opportunities for parent involvement at Soulsbyville Elementary, please contact the school office at (209) 532-1419.

Student Enrollment by Grade Level

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	48	Grade 8	76
Grade 1	56	Ungraded Elementary	0
Grade 2	44	Grade 9	0
Grade 3	62	Grade 10	0
Grade 4	69	Grade 11	0
Grade 5	64	Grade 12	0
Grade 6	64	Ungraded Secondary	0
Grade 7	72	Total Enrollment	555

Student Enrollment by Group

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.18%	White (not Hispanic)	80.36%
American Indian or Alaska Native	0.72%	Multiple or No Response	13.87%
Asian		Socioeconomically Disadvantaged	27%
Filipino		English Learners	1%
Hispanic or Latino	4.86%	Students with Disabilities	12%
Pacific Islander		n/a	n/a

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	2004-05				2005-06				2006-07			
	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	18.0	2			16.3	4			19.0	3		
1	16.8	4			15.0	3			16.0	2		
2	16.8	4			17.3	4			14.3	3		
3	19.5	4			17.2	5			14.8	6		
4	21.0	1	2		28.5		2		22.7	1	2	
5	26.3		3		23.3		3		20.7	1	2	
6												
K-3												
3-4												
4-8												
Other												

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	2004-05				2005-06				2006-07			
	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	21.7	10	8		23.8	2	16		22.4	9	9	
Mathematics	20.4	6	5		19.8	8	4		20.2	7	3	
Science	24.9	1	8		26.2	1	8		23.1	4	5	
Social Science	24.0	2	7		26.3	2	7		23.4	4	5	

II. School Climate

School Safety Plan

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

School Safety and Climate for Learning

Soulsbyville maintains a strong School Safety Plan -- formulated with input from various law and service agencies throughout the county which is updated annually. There are very few acts of violence either on the campus or against the campus. We have a discipline policy and procedure in place and a very successful Community Day School in place for students needing alternate placement. All areas of the campus are carefully monitored with both personnel and surveillance equipment. All visitors are required to report to the office, sign in and wear visitor badges.

We believe that students who have regular opportunities to receive recognition and know the limits and consequences of inappropriate behavior perform better academically and socially. In following through with this belief, we have developed an extensive recognition / reward system and have a written set of rules and consequences for misbehavior. All staff members are committed to maintaining a safe and positive learning environment and are trained in a wide variety of classroom management techniques. Students are expected to attend school regularly and keep at least a 2.0 citizenship GPA to meet graduation requirements.

Our maintenance supervisor does monthly reviews of the facilities and reports to the Board quarterly.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	7.0	6.2	3.1	6.9	7.3	4.1
Expulsions	0.3	0.0	0.0	0.3	0.0	0.0

III. School Facilities

School Facility Conditions and Improvements

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

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Soulsbyville has been experiencing a loss of students the past few years and is considering eliminating several portable classrooms. Playground equipment is well maintained and additional equipment and play areas are being considered. Our congested traffic condition of the past has been virtually eliminated by using our one-way through road. Our current growth project initiated in the late 1990's is due for completion for the start of the '07-'08 school year. This has added additional parking space, a new multipurpose auditorium and permanent two story classroom buildings. Several existing portable buildings were moved during the summer of 2007 as a part of the new growth project.

See enclosed Williams Act, State of California, Interim Evaluation Instrument, School Facility Conditions Evaluation for the current year, 2006-2007.

School Facility Good Repair Status

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

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

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

Good as reported on the interim Evaluation Instrument

IV. Teachers

Teacher Credentials

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

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	37	34	33	34
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence				n/a

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District		
Low-Poverty Schools in District		

V. Support Staff

Academic Counselors and Other Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	n/a
Library Media Services Staff (paraprofessional)	1	n/a
Psychologist	-	n/a
Social Worker	-	n/a
Nurse	-	n/a
Speech/Language/Hearing Specialist	-	n/a
Resource Specialist (non-teaching)	-	n/a
Other	-	n/a

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Yes	100.0%
Mathematics	Yes	100.0%
Science	Yes	100.0%
History-Social Science	Yes	100.0%
Foreign Language	-	-
Health	Yes	100.0%
Science Laboratory Equipment (grades 9-12)	-	-

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,767	\$1,489	\$5,272	\$54,675
District	n/a	n/a		
Percent Difference – School Site and District	n/a	n/a	N/A	N/A
State	n/a	n/a	\$4943	\$54120
Percent Difference – School Site and State	n/a	n/a	1.07%	1.01%

Types of Services Funded

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

The types of services funded by Soulsbyville School are comprised of Federal Title I (funds used to assist low achieving children) and the Limited English Proficient program. Another Federal entitlement program Title IV provides funding to the library. State Improvement Program (SIP) funds are used to pay for classroom aides. Lottery funds are used to support the schools music and art programs. We use Safe and Drug Free Schools and The Tobacco Use Prevention Education funds to provide the students with prevention programs. Federal Class Size Reductions funds support salaries, benefits, books, supplies, capital outlay transportation, administration expenses and cafeteria costs.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	35,393	36,893
Mid-Range Teacher Salary	49,483	54,315
Highest Teacher Salary	63,573	71,736
Average Principal Salary (Elementary)	85,782	
Average Principal Salary (Middle)	\$	
Average Principal Salary (High)	\$	\$
Superintendent Salary	122,993	
Percent of Budget for Teacher Salaries	43%	
Percent of Budget for Administrative Salaries	5%	

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	64	63	61	64	62	61	40	42	43
Mathematics	59	59	54	59	58	54	38	40	40
Science	55	67	63	54	66	63	27	35	38
History-Social Science	26	33	47	27	33	46	32	33	33

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*	*	
Asian	*	*	*	*
Filipino	*	*		
Hispanic or Latino	34	41	36	
Pacific Islander				
White (not Hispanic)	62	54	66	50
Male	58	57	67	50
Female	45	37	51	38
Economically Disadvantaged	*	*	*	
English Learners	27	33	38	
Students with Disabilities				
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	73	65	66	73	65	66	41	42	42
Mathematics	78	74	75	78	74	74	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	*	*
Pacific Islander	*	*
White (not Hispanic)	66	74
Male	61	77
Female	71	72
Economically Disadvantaged	60	74
English Learners	*	*
Students with Disabilities	47	53
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	0
7	32.4%
9	N/A

IX. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

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

API Rank	2004	2005	2006
Statewide	8	8	8
Similar Schools	5	6	6

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	24	-1	-13	819
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	25	0	-13	826
Socioeconomically Disadvantaged	28	-10	-30	753
English Learners	n/a	n/a		
Students with Disabilities	n/a	n/a		

Adequate Yearly Progress

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

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

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

AYP Overall and by Criteria

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

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site 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		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	n/a	

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

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

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)							3.2	3.1	3.5
Graduation Rate							85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

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Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	
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

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

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

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

XI. 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.

On average in the last three years, two meeting of approximately one hour each are held monthly for staff development. In addition to that, there is an annual end of the year meeting to sum up staff development progress with the entire staff. All combined the time totals about 24 hours yearly dedicated towards staff development. The focus of our staff development has been on both character development for students and improving cross-grade level articulation of curriculum.

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days