

Executive Summary School Accountability Report Card, 2007-08

For Soulsbyville Elementary School

Address: 20300 Soulsbyville Rd., Soulsbyville, CA 95372
Principal: Bart Taylor

Phone: (209) 532-1419
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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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 524 students, 65 staff members, (31 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	524
African American	0.57%
American Indian or Alaska Native	0.38%
Asian	%
Filipino	%
Hispanic or Latino	4.2%
Pacific Islander	%
White (not Hispanic)	77.48%
Multiple or No Response	17.37%
Socioeconomically Disadvantaged	34%
English Learners	2%
Students with Disabilities	13%

Teachers

Indicator	Teachers
Teachers with full credential	31
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Soulsbyville has been experiencing a loss of students the past few years. 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 was completed during 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

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6361
District	\$6361
State	\$5300

Student Performance

Academic Progress

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	56%
Mathematics	60%
Science	71%
History-Social Science	37%

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	802
Statewide Rank (from 2007 Base API Report)	8
2008-09 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 2007-08 *Published During 2008-09*

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 on the 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 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

[Contact Information \(School Year 2008-09\)](#)

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 \(School Year 2007-08\)](#)

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

Soulsbyville School is a K-8 single school district with approximately 524 students, 56 staff members, (31certificated 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.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

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 (School Year 2007-08)

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	46	Grade 8	63
Grade 1	47	Ungraded Elementary	
Grade 2	53	Grade 9	
Grade 3	46	Grade 10	
Grade 4	62	Grade 11	
Grade 5	80	Grade 12	
Grade 6	59	Ungraded Secondary	
Grade 7	68	Total Enrollment	524

Student Enrollment by Group (School Year 2007-08)

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	0.57%	White (not Hispanic)	77.48%
American Indian or Alaska Native	0.38%	Multiple or No Response	17.37%
Asian	%	Socioeconomically Disadvantaged	34%
Filipino	%	English Learners	2%
Hispanic or Latino	4.2%	Students with Disabilities	13%
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	2005-06				2006-07				2007-08			
	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	16.3	4			19.0	3			21.0	2	1	
1	15.0	3			16.0	2			19.0	4		
2	17.3	4			14.3	3			16.0	2		
3	17.2	5			14.8	6			18.3	3		
4	28.5		2		22.7	1	2		27.0		2	
5	23.3		3		20.7	1	2		29.5		2	
6												
K-3									19.0	1		
3-4												
4-8									27.0		1	
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	2005-06				2006-07				2007-08			
	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	23.8	2	16		22.4	9	9		28.2	3	7	4
Mathematics	19.8	8	4		20.2	7	3		20.9	5	4	
Science	26.2	1	8		23.1	4	5		29.5	1	3	2
Social Science	26.3	2	7		23.4	4	5		30.2	1	3	2

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	6.2	3.1	0.1	7.3	4.1	0.1
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

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.

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 was complete 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 (School Year 2008-09)

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 (School Year 2008-09)

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		

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 *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	34	33	31	33
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

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

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	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

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

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	0.4	n/a

VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Yes	0%
Mathematics	Yes	0%
Science	Yes	0%
History-Social Science	Yes	0%
Foreign Language	-	-
Health	Yes	0%
Visual and Performing Arts	-	-
Science Laboratory Equipment (grades 9-12)	-	-

VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <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	\$7793	\$1948	\$5845	\$54780
District	n/a	n/a		\$54780
Percent Difference – School Site and District	n/a	n/a	0.0%	0.0%
State	n/a	n/a		\$54322
Percent Difference – School Site and State	n/a	n/a	1.10%	1.01%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds 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 2006-07)

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. Detailed information regarding salaries may be found on the Certificated Salaries and 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	\$36809	\$37322
Mid-Range Teacher Salary	\$52796	\$53824
Highest Teacher Salary	\$66116	\$67700
Average Principal Salary (Elementary)	\$77407	\$85507
Average Principal Salary (Middle)	\$0	\$91421
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$95680	\$104993
Percent of Budget for Teacher Salaries	45.4%	37.6%
Percent of Budget for Administrative Salaries	6.0%	6.4%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	63	61	56	62	61	56	42	43	46
Mathematics	59	54	53	58	54	53	40	40	43
Science	67	63	66	66	63	66	35	38	46
History-Social Science	33	47	37	33	46	35	33	33	36

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	38	41	*	*
Pacific Islander				
White (not Hispanic)	57	54	64	38
Male	54	55	68	37
Female	57	51	64	3629
Economically Disadvantaged	44	47	58	
English Learners	*	*	*	
Students with Disabilities	24	27	58	
Students Receiving Migrant Education Services	*			

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts									
Mathematics									

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students						
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						
Male						
Female						
Economically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	29.9
7	32.8
9	0.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page 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. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	8	8	8
Similar Schools	6	6	4

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-1	-13	-20	802
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	0	-13	-23	805
Socioeconomically Disadvantaged	-10	130	3	758
English Learners	n/a			
Students with Disabilities	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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

[AYP Overall and by Criteria \(School Year 2007-08\)](#)

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

AYP Criteria	School	District
Overall	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		

[Federal Intervention Program \(School Year 2008-09\)](#)

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

[University of California](#)

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

[California State University](#)

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

[Dropout Rate and Graduation Rate](#)

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at

<http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)							3.1	3.5	4.4
Graduation Rate							85.0	83.0	79.5

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 2007-08 school year in grade 12, 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 CAHSEE Web page 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 2008		
	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 (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

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Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	
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 (School Year 2007-08)

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 *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

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

Advanced Placement Courses (School Year 2007-08)

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 *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
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		

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.

On average in the last three years, two meetings 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.