

Executive Summary School Accountability Report Card, 2008-09

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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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 540 students, 58 staff members, (29 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	521
African American	0.95%
American Indian or Alaska Native	1.9%
Asian	0.95%
Filipino	0.38%
Hispanic or Latino	9.9%
Pacific Islander	0.19%
White (not Hispanic)	85.2%
Multiple or No Response	0.38%
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

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	64%
Mathematics	60%
Science	71%
History-Social Science	37%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	827
Statewide Rank (from 2008 Base API Report)	7
2009-10 Program Improvement Status (PI Year)	Not in PI

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	\$6501
District	\$6501
State	\$6454

School Completion

Indicator	Result
Graduation Rate	

Postsecondary Preparation

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	%

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	N/A
Average Scale Score - National	
Achievement Level - Basic	%
Achievement Level - Proficient	%
Achievement Level - Advanced	%

NAEP Reading, Grade 8

Level	Result
State Average Scale Score	N/A
Average Scale Score - National	
Achievement Level - Basic	%
Achievement Level - Proficient	%
Achievement Level - Advanced	%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	N/A
Average Scale Score - National	
Achievement Level - Basic	%
Achievement Level - Proficient	%
Achievement Level - Advanced	%

NAEP Mathematics, Grade 8

Level	Result
State Average Scale Score	N/A
Average Scale Score - National	
Achievement Level - Basic	%
Achievement Level - Proficient	%
Achievement Level - Advanced	%

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10

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 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. 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 2009-10)

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 2008-09)

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

Soulsbyville School is a K-8 single school district with approximately 540 students, 58 staff members, (29 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.

Opportunities for Parental Involvement (School Year 2008-09)

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.

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	2006-07			2007-08			2008-09					
	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	22.4	9	9		28.2	3	7	4				
Mathematics	20.2	7	3		20.9	5	4					
Science	23.1	4	5		29.5	1	3	2				
Social Science	23.4	4	5		30.2	1	3	2				

III. School Climate

School Safety Plan (School Year 2008-09)

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

School Safety and Climate for Learning

Soulsbyville School conducts an annual Climate Survey through the Site Council. We have board policy ensuring that both normal and emergency operations and procedures are carried out effectively. Soulsbyville School has worked hard to establish and maintain a safe school climate. We have relatively few discipline problems which are dealt with through a Focus Room Coordinator in conjunction with the administration.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	3.1	0.1	0.08	4.1	0.1	0.08
Expulsions	0.0	0.0	0.005	0.0	0.0	0.005

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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.

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.

Our annual Williams Report and Facility Inspection Tool reports indicate that all facilities are maintained in good to exemplary condition. We participate in the state Deferred Maintenance Program. We have a dedicated maintenance and custodial staff which cleans and maintains a safe, clean and functional campus. At this time we have no planned facility improvements. We recently completed a new building project.

School Facility Good Repair Status (School Year 2009-10)

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x				
Interior: Interior Surfaces	x				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	x				
Electrical: Electrical	x				
Restrooms/Fountains: Restrooms, Sinks/Fountains	x				
Safety: Fire Safety, Hazardous Materials	x				
Structural: Structural Damage, Roofs	x				
External: Playground/School Grounds, Windows/Doors/Gates/Fences	x				
Overall Rating	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
	2006-07	2007-08	2008-09	2008-09
With Full Credential	33	31	31	31
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	n/a	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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB 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 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 2008-09)

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, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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/or 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 2007-08)

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	\$8400	\$1848	\$6552	\$58,774
District	\$8400	\$1848	\$6552	\$58,774
Percent Difference – School Site and District	n/a	n/a		
State	8267	n/a		\$55,789
Percent Difference – School Site and State	n/a	n/a		

Types of Services Funded (Fiscal Year 2008-09)

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 2007-08)

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	\$38476	\$38481
Mid-Range Teacher Salary	\$58774	\$55789
Highest Teacher Salary	\$69111	\$70849
Average Principal Salary (Elementary)	\$84151	\$88862
Average Principal Salary (Middle)	0	-
Average Principal Salary (High)	-	-
Superintendent Salary	\$100,014	\$110,994
Percent of Budget for Teacher Salaries	48%	37.2%
Percent of Budget for Administrative Salaries	5%	6.6%

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 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, 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 includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. 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 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	61	56	64	61	56	64	43	46	50
Mathematics	54	53	53	54	53	53	40	43	46
Science	63	66	70	63	66	70	38	46	50
History-Social Science	47	37	47	46	35	47	33	36	41

California High School Exit Examination Results by Student Group – Most Recent Year

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						
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 2008-09)

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	35.9	51.6	1.6
7	22.2	44.4	14.3
9			

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 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	2006	2007	2008
Statewide	8	8	8
Similar Schools	6	4	4

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, 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
	2006-07	2007-08	2008-09	2009
All Students at the School	-13	-20	16	827
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-13	-23	24	834
Socioeconomically Disadvantaged	130	3	21	795
English Learners				
Students with Disabilities				

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	No
API	Yes	Yes
Graduation Rate		

Federal Intervention Program (School Year 2009-10)

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 at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		
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'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 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>.

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>.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)									
Graduation Rate									

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	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 2008-09)

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

--

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's 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 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	
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2008-09)

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
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 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, time on task, checking for understanding and STAR test results and planning.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4					
Reading 2007, Grade 8					
Mathematics 2009, Grade 4					
Mathematics 2009, Grade 8					

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4				
Reading 2007, Grade 8				
Mathematics 2009, Grade 4				
Mathematics 2009, Grade 8				