

Executive Summary School Accountability Report Card, 2010–11 (Reported during the 2011-12 school year)

For Nicasio School

Address:	5555 Nicasio Valley Rd., Nicasio, CA, 94946	Phone:	(415) 662-2184
Principal:	Ms. Christy Stocker, Principal/Teacher	Grade Span:	K-8

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

About This School

Nicasio School serves approximately 40 students in grades K-8. Students learn in multi-grade classrooms with highly skilled teachers and support staff who prepare them for transition to high school and life outside of Nicasio. While many graduating 8th graders attend Sir Francis Drake High School in San Anselmo, many others attend private high schools in Marin County and San Francisco.

Nestled in the heart of Marin County, California, Nicasio School belongs to one of the few remaining single-school public school districts in Marin. The district itself was established in 1866 with the first Nicasio schoolhouse constructed in 1867.

Nicasio School has changed dramatically since the late 1800s. Thanks to voters supporting a 2.4 million dollar school bond in 1999, today's campus is comprised of modern, state-of-the-art facilities.

In addition to large classrooms, students at Nicasio School have access to the school's library, up-to-date computer lab, art room, science lab, and multi-purpose room equipped with a full kitchen. Having the advantage of a rural environment, students also enjoy working in their own organic garden with support from their teachers along with parent and community volunteers.

Student Enrollment

Group	Enrollment
Number of students	43
Black or African American	0.0%
American Indian or Alaska Native	0.0%
Asian	2.3%

Filipino	0.0%
Hispanic or Latino	18.6%
Native Hawaiian or Pacific Islander	0.0%
White	79.1%
Two or More Races	0.0%
Socioeconomically Disadvantaged	2.3%
English Learners	18.6%
Students with Disabilities	16.3%

Teachers

Indicator	Teachers
Teachers with full credential	4
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence**	2
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

**Credentialed teachers have demonstrated competency to the satisfaction of Nicasio School Board trustees and have been approved by school board resolution to teach outside of competency area. For example, a teacher holding a multiple-subject credential has been authorized to provide single-subject instruction.

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	63%
Mathematics	70%
Science	**
History-Social Science	**

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

** When the number of student participants is 10 or less in a given category, data is not provided. This ensures that the performance of any individual student is not inadvertently made public.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	842
Statewide Rank (from 2010 Base API Report)	8
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 4
2011–12 Program Improvement Status (PI Year)	N/A

* The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The administrative team ensures that the school’s facilities are clean, safe, and in good working order on a regular basis. Annually, a facility inspection is conducted by the administrative team using a facility survey template developed by the State of California Office of Public School Construction. In addition, a representative from Keenan Insurance completes a walk-through each spring and provides his/ her findings to the district office. The Marin County Fire Department also completes an annual inspection. From these three reports, the administrative team develops and prioritizes an action items’ list.

Much of our campus was constructed in 2000 with existing buildings receiving a full remodel at the same time. As such, the various buildings are in excellent condition both inside and out. With the buildings reaching the 10-year mark, they have needed light painting/ touch up to maintain their quality. Small painting projects have taken place during summer 2010 and 2011.

The most recent site inspection (April 2012) revealed “exemplary” status in all areas with the exception of pests/ rodents, which brought the campus’ overall rating to “good”. Nicasio School shares its rural setting with a variety of wildlife, most of which do not present any concerns. However, it is believed that bats are living in the attic space of one or more buildings on campus. The district did contract with an organization in fall of 2010 to exclude the bats from the attics and to clean/ repair any damaged interior spaces. Bats were again detected in one building in the spring of 2011. With the original organization defaulting on its 3-year guarantee, the district has been forced to investigate other organizations that perform this type of work. In addition, each spring, the campus becomes home to hundreds of swallows which build their mud nests in the eaves. The birds’ waste builds up on the ground near nesting areas and requires routine clean-up. In the fall of 2011, the district took corrective action by tacking up netting in popular nesting areas. Additional netting needs to be installed.

Repairs Needed

1. Bats need to be excluded from several of the buildings’ attic spaces on campus.
2. Swallows need to be excluded from the eaves so they are unable to build their mud nests.

Corrective Actions Taken or Planned

The administrative team is researching wildlife organizations that address bat and swallow issues. The district hopes to have both issues resolved by the end of the 2012-13 school year.

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$13,080
District	\$13,080
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

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

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Nicasio School	District Name	Nicasio School District
Street	5555 Nicasio Valley Rd.	Phone Number	(415) 662-2184
City, State, Zip	Nicasio, CA 94946	Web Site	www.nicasioschool.org
Phone Number	(415) 662-2184	Superintendent	Stephen Rosenthal
Principal	Ms. Christy Stocker, Principal/Teacher	E-mail Address	stephen.rosenthal@shorelineunified.org
E-mail Address	cstocker@nicasioschool.org	CDS Code	21654096024483

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

Nicasio School serves approximately 40 students in grades K-8. Students learn in multi-grade classrooms with highly skilled teachers and support staff who prepare them for transition to high school and life outside of Nicasio. While many graduating 8th graders attend Drake High School in San Anselmo, many others attend private high schools in Marin County and San Francisco.

Nestled in the heart of Marin County, California, Nicasio School belongs to one of the few remaining single-school public school districts in Marin. The district itself was established in 1866 with the first Nicasio schoolhouse constructed in 1867.

Nicasio School has changed dramatically since the late 1800s. Thanks to voters supporting a 2.4 million dollar school bond in 1999, today's campus is comprised of modern, state-of-the-art facilities. In addition to large classrooms, students at Nicasio School have access to the school's library, up-to-date computer lab, art room, science lab, and multi-purpose room equipped with a full kitchen. Having the advantage of a rural environment, students also enjoy working in their own organic garden with support from their teachers along with parent and community volunteers.

VISION: Nicasio School prepares students to excel in high school and in life by attracting and maintaining outstanding teachers who deliver a stimulating curriculum through innovative instructional methods. Working with parents and the community, we support all students in reaching their full potential academically, physically, and emotionally by providing a safe and nurturing environment.

MISSION: Benefiting from its unique rural setting, strong sense of community and distinguished history, Nicasio School will educate children to value learning, act with integrity, live a healthful life, and participate as responsible citizens both globally and locally.

Opportunities for Parental Involvement (School Year 2010–11)

Parents regularly volunteer both inside and outside the classroom. Parents are provided with opportunities to sign up for various volunteer jobs at the start of each school year, which include assisting in classrooms, the office and on field trips. Parents also volunteer through Parent Club and the Nicasio School Foundation (www.nicasioschoolfoundation.org), which sponsors several fundraising activities throughout the year. Funds raised help provide a number of enrichment programs school-wide including music, art, and Spanish in addition to supporting core curriculum, such as physical education. Supplemental supplies and materials as well as upgrades to the campus are also generously donated.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	5	Grade 8	5
Grade 1	4	Ungraded Elementary	0
Grade 2	6	Grade 9	0
Grade 3	4	Grade 10	0
Grade 4	4	Grade 11	0
Grade 5	5	Grade 12	0
Grade 6	7	Ungraded Secondary	0
Grade 7	3	Total Enrollment	43

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.0%
Asian	2.3%
Filipino	0.0%
Hispanic or Latino	18.6%
Native Hawaiian or Pacific Islander	0.0%
White	79.1%
Two or More Races	0.0%
Socioeconomically Disadvantaged	2.3%
English Learners	18.6%
Students with Disabilities	16.3%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other**	19.67	3			16.33	3			14.33	3	0	0

* Number of classes indicates how many classes fall into each size category.

** Students learn in multi-grade classrooms with three grade levels in each. There are a total of three classrooms: K/1/2, 3/4/5 and 6/7/8.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13	2			9.5	2			7.5	2		
Mathematics	13	2			9.5	2			7.5	2		
Science	13	2			19	1			15	1		
Social Science	26	1			19	1			15	1		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

The administrative team ensures that each classroom has a designated emergency area that contains two Walkie-Talkies and an emergency kit. The emergency kit contains essential first aid components in addition to first aid procedures, the most current master schedule, student roster and emergency contact tree. On a regular basis, the administrative team holds emergency drills, during which time equipment is tested and inspected.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

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

IV. School Facilities

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

The administrative team ensures that the school’s facilities are clean, safe, and in good working order on a regular basis. Annually, a facility inspection is conducted by the administrative team using a facility survey template developed by the State of California Office of Public School Construction. In addition, a representative from Keenan Insurance completes a walk-through each spring and provides his/ her findings to the district office. The Marin County Fire Department also completes an annual inspection. From these three reports, the administrative team develops and prioritizes an action items’ list.

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The most recent site inspection (April 2012) revealed “exemplary” status in all areas with the exception of pests/ rodents, which brought the campus’ overall rating to “good”. Nicasio School shares its rural setting with a variety of wildlife, most of which do not present any concerns. However, it is believed that bats are living in the attic space of one or more buildings on campus. The district did contract with an organization in fall of 2010 to exclude the bats from the attics and to clean/ repair any damaged interior spaces. Bats were again detected in one building in the spring of 2011. With the original organization defaulting on its 3-year guarantee, the district has been forced to investigate other organizations that perform this type of work. In addition, each spring, the campus becomes home to hundreds of swallows which build their mud nests in the eaves. The birds’ waste builds up on the ground near nesting areas and requires routine clean-up. In the fall of 2011, the district took corrective action by tacking up netting in popular nesting areas. Additional netting needs to be installed.

The following needs to be done:

1. Bats need to be excluded from several of the buildings’ attic spaces on campus.
2. Swallows need to be excluded from the eaves so they are unable to build their mud nests.

Action will be completed during the 2012-13 school year.

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

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		Exclusion of bats from attics and swallows from eaves
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			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	4	4	4	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)**	2	2	2	2

**Credentialed teachers have demonstrated competency to the satisfaction of Nicasio School Board trustees and have been approved by school board resolution to teach outside of competency area. For example, a teacher holding a multiple-subject credential has been authorized to provide single-subject instruction.

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

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

VI. Support Staff

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/ Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	**	
Social Worker	0	
Nurse	**	
Speech/ Language/ Hearing Specialist	**	
Resource Specialist (non-teaching)	**	
Other	0	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

**** NOTE: As needed, Nicasio School students have access to a Resource Specialist, Speech and Language Therapist, Psychologist, and Nurse. Each year, the Marin County Office of Education assigns staff to Nicasio School to ensure adequate support for our students.**

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/ year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/ Language Arts	K-5 Houghton Mifflin 6-8 Prentice Hall Silver, Copper and Bronze level readers; Core Literature including fiction/non-fiction/poetry	Adopted: 2003/04	0%
Mathematics	K-5 Scott Foresman Envision Math 6-8 Holt	Adopted: April 2009	0%
Science	K-5 FOSS Science 6-8 CPO Science (Physical Science, Life Science, Earth Science) Adopted Spring 2007	Adopted: Spring 2007	0%
History-Social Science	K-5 Scott Foresman 6-8 TCI - History Alive!	Adopted: 2005/06	0%
Foreign Language	6-8 Glencoe Middle School Spanish	Adopted: 2004/05	0%
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$ 18,143	\$ 6,962	\$ 11,181	\$77,029
District			\$ 11,181	\$77,029
Percent Difference – School Site and District			0%	0%
State			\$5,455	\$57,071
Percent Difference – School Site and State			49%	74%

Note: Cells shaded in black do not require data.

Supplemental/ Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/ unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Types of Services Funded (Fiscal Year 2010–11)

All Nicasio School's student programs and services take place within the regular school day. The campus is made available to organizations that provide a variety of after school activities. Through the Nicasio School Foundation, scholarships are made available so that all children have the opportunity to participate in these after-school activities.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,625	\$38,744
Mid-Range Teacher Salary	\$69,540	\$55,509
Highest Teacher Salary	\$84,782	\$70,567
Average Principal Salary (Elementary)	\$99,446	\$92,338
Average Principal Salary (Middle)	\$0	\$96,427
Average Principal Salary (High)	\$0	\$94,401
Superintendent Salary	\$131,429	\$109,381
Percent of Budget for Teacher Salaries	32.00%	37.00%
Percent of Budget for Administrative Salaries	7.00%	7.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	87%	69%	63%	87%	69%	63%	49%	52%	54%
Mathematics	74%	69%	70%	74%	69%	70%	46%	48%	50%
Science	87%	100%	0%	87%	100%	0%	50%	54%	57%
History-Social Science	91%	0%	0%	91%	0%	0%	41%	44%	48%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	63%	70%	0%	0%
All Students at the School	63%	70%	0%	0%
Male	50%	57%	0%	0%
Female	75%	81%	0%	0%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				

Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian or Pacific Islander				
White	62%	75%	0%	0%
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

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

California High School Exit Examination

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	52%	54%	59%
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	53%	54%	56%

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

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

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

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

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	33.30%	66.70%	0.00%
7	33.30%	33.30%	0.00%
9	0.00%	0.00%	0.00%

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2008	2009	2010
Statewide	9	10	8
Similar Schools	N/A		

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	42	-35	-29
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

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

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

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	30	842	30	842	4,682,038	779
Black or African American	0		0		318,776	696
American Indian or Alaska Native	0		0		33,743	733
Asian	0		0		399,002	898

Filipino	0		0		123,217	860
Hispanic or Latino	6		6		2,410,187	729
Native Hawaiian or Pacific Islander	0		0		26,949	764
White	24	868	24	868	1,259,004	845
Two or More Races	0		0		76,497	836
Socioeconomically Disadvantaged	0		0		2,757,760	726
English Learners	0		0		1,544,907	706
Students with Disabilities	7		7		522,261	595

Adequate Yearly Progress

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

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

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

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

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

Federal Intervention Program (School Year 2011–12)

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

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

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

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

California State University

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

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

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For

admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	0.0	0.0	0.0	0.0	0.0	0.0	4.9	5.7	4.6
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	N/A	N/A	N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino			N/D
Native Hawaiian or Pacific Islander			N/D
White			N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

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

Career Technical Education Programs (School Year 2010–11)

N/ A

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

UC/ CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/ CSU Admission	N/A
2009-10 Graduates Who Completed All Courses Required for UC/ CSU Admission	0.0%

Advanced Placement Courses (School Year 2010–11)

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

Note: Cells shaded in black do not require data. * Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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

Each school year, there are three (3) days dedicated to professional development. In addition, a one-hour early release on Wednesdays creates a one-hour professional development work session for teachers each week.

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School Accountability Report Card, 2010-2011

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