



**School Accountability Report Card**  
**Reported for the 2010-2011 School Year**  
**Published During the 2011-2012 School Year**

Executive Summary School Accountability Report Card, 2010-2011

**Address:** 1441 Montiel Road, Suite 143, Escondido, CA 92026

**Phone:** (760) 743-7880

**Principal:** Terri Novacek

**Grade Span:** K-12

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. The data presented in this report is reported for the 2010-2011 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**

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**About Us**

Dehesa Charter School, a K-12 public school sponsored by the Dehesa Elementary School District, is a personalized learning program serving home-schooling families in Riverside, Orange, and San Diego Counties. Each student has a personalized program designed for his or her learning styles, talents, interests, and other learning needs. Dehesa Charter School has a WASC accredited high school program.

**Our Program**

We know that each person learns differently. Dehesa uses the learning style program created by Maria Emma Willis, M.S. and Victoria Kindle-Hodson, M.A., authors of Discover Your Child's Learning Style and founder of the Learning-Success Institute, to guide families in creating the best atmosphere for learning at home. A student's learning styles profile provides direction for Educational Facilitators (EF) and parents in selecting curriculum, developing a program, and determining the best forms of assessment.

**Student Enrollment**

Group	Enrollment
Number of students	1075
Black or African American	5.7%
American Indian or Alaska Native	1.9%
Asian	4%
Filipino	1.1%
Hispanic or Latino	13.9%
Native Hawaiian or Pacific Islander	0%
White	67.3%
Two or More Races	4.6%
Socioeconomically Disadvantaged	14.2%
English Learners	2.4%
Students with Disabilities	5.7%

**Teachers**

Indicator	Teachers
Teachers with full credential	60
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 STAR <sup>1</sup> Program Results
English-Language Arts	58%
Mathematics	38%
Science	44%
History-Social Science	50%

## Academic Progress

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	745
Statewide Rank (from 2010 Base API Report)	2
Met All 2011 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 8 of 10
2011–12 Program Improvement Status (PI Year)	Not in PI

## School Facilities

### Summary of Most Recent Site Inspection

All sites were found to be in good condition.

### Repairs Needed

No site repairs needed at this time.

### Corrective Actions Taken or Planned

No corrective action needed at this time.

## 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	\$5,316
District	\$ 5,316
State	\$8,452

<sup>1</sup> 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.

**School Completion**

Indicator	Result
Graduation Rate (if applicable)	82.2%

**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	10.8%

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	Dehesa Charter School	<b>District Name</b>	Dehesa Elementary
<b>Street</b>	1441 Montiel Road, Suite 143	<b>Phone Number</b>	(619) 444-2161
<b>City, State, Zip</b>	Escondido, CA 92026	<b>Web Site</b>	<a href="http://www.sdcoe.net/districts/dehesa/">http://www.sdcoe.net/districts/dehesa/</a>
<b>Phone Number</b>	(760) 743-7880	<b>Superintendent</b>	Janet Wilson
<b>Principal</b>	Terri Novacek	<b>E-mail Address</b>	<a href="mailto:jmwilson@sdcoe.net">jmwilson@sdcoe.net</a>
<b>E-mail Address</b>	<a href="mailto:tnovacek@mydehesa.org">tnovacek@mydehesa.org</a>	<b>CDS Code</b>	37-68049-6119564

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

Dehesa Charter School serves K-12 students through a Personalized Learning approach which focuses on student learning styles, individualized academic plans, and personal growth developed by the combined efforts and commitment of each student, parent, and Educational Facilitator. Utilization of a diverse array of traditional and alternative methods of study, pedagogy, and educational media are supported in a student-centered, relaxed, and nurturing family-based environment. Research based Personalized Learning strategies are implemented to develop our students' academic skills, abilities, talents, character, self-direction, life learning, and progression toward becoming competent, creative, and productive citizens.

### Opportunities for Parental Involvement (School Year 2010–11)

At Dehesa Charter School, parents have several opportunities to be involved. The first and most important way that they are involved is as the primary educator of their children. They are notified of upcoming events and fieldtrips through the school email newsletter, the school website, as well as through communication with their Educational Facilitator (teacher). They can also serve as chaperones on field trips, become involved in on-site expositions and functions, and assist with fundraising activities. In addition, there are parent representatives on the Advisory Council and Governing Board.

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

Grade Level	Number of Students	Grade Level	Number of Students
<b>Kindergarten</b>	90	<b>Grade 8</b>	95
<b>Grade 1</b>	112	<b>Ungraded Elementary</b>	0
<b>Grade 2</b>	93	<b>Grade 9</b>	55
<b>Grade 3</b>	97	<b>Grade 10</b>	56
<b>Grade 4</b>	95	<b>Grade 11</b>	66
<b>Grade 5</b>	84	<b>Grade 12</b>	56
<b>Grade 6</b>	83	<b>Ungraded Secondary</b>	0
<b>Grade 7</b>	93	<b>Total Enrollment</b>	1,075

**Student Enrollment by Subgroup (School Year 2010–11)**

<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	5.7%
<b>American Indian or Alaska Native</b>	1.9%
<b>Asian</b>	4%
<b>Filipino</b>	1.1%
<b>Hispanic or Latino</b>	13.9%
<b>Native Hawaiian or Pacific Islander</b>	0%
<b>White</b>	67.3%
<b>Two or More Races</b>	4.6%
<b>No Response</b>	1.2%
<b>Socioeconomically Disadvantaged</b>	14.2%
<b>English Learners</b>	2.4%
<b>Students with Disabilities</b>	5.7%

### III. School Climate

#### School Safety Plan (School Year 2010–11)

Dehesa Charter School students do most of their learning at home where safety is the responsibility of their parents' home. When students attend classes at a Learning Center, appropriate safety instructions are given by their instructors. In addition, administrative staff supervises the students to ensure their safety. DCS Learning Centers have an Emergency Evacuation Plan as well as first aid supplies and MSDS binders readily available. Yearly earthquake and fire drills are executed.

#### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
<b>Suspensions</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Expulsions</b>	n/a	n/a	n/a	n/a	n/a	n/a

\* 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)

Dehesa Charter School is a personalized learning, independent study charter school. While DCS does offer some site-based classes, the majority of student learning is done in the home under the supervision of the parent with support from a credentialed teacher.

DCS operates six Learning Centers in San Diego County, three in Riverside County, and one in Orange County, where students take advantage of instruction with a small class size and individual attention.

The facilities are in good working condition. There are no planned improvements for the 2011-2012 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			n/a
<b>Interior:</b> Interior Surfaces		X			n/a
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			n/a
<b>Electrical:</b> Electrical		X			n/a
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X			n/a
<b>Safety:</b> Fire Safety, Hazardous Materials		X			n/a
<b>Structural:</b> Structural Damage, Roofs		X			n/a
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		X			n/a
<b>Overall Rating</b>		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
<b>With Full Credential</b>	44	53	60	60
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	100	0
<b>All Schools in District</b>	n/a	n/a
<b>High-Poverty Schools in District</b>	n/a	n/a
<b>Low-Poverty Schools in District</b>	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	1	268
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)	1	
Psychologist	1	
Social Worker	n/a	
Nurse	n/a	
Speech/Language/Hearing Specialist	n/a	
Resource Specialist (non-teaching)	3	
Other	n/a	

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.

## VII. Curriculum and Instructional Materials

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

*Year and month in which data were collected: August 2011*

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	LEA does not adopt one specific textbook	Yes	0
Mathematics	LEA does not adopt one specific textbook	Yes	0
Science	LEA does not adopt one specific textbook	Yes	0
History-Social Science	LEA does not adopt one specific textbook	Yes	0
Foreign Language	LEA does not adopt one specific textbook	Yes	0
Health	LEA does not adopt one specific textbook	Yes	0
Visual and Performing Arts	LEA does not adopt one specific textbook	Yes	0
Science Laboratory Equipment (grades 9-12)	LEA does not adopt one specific textbook	Yes	0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,903	\$588	\$5,315	\$59,325
District			\$5,315	\$59,325
Percent Difference – School Site and District			0%	0%
State			\$8,452	\$68,203
Percent Difference – School Site and State			59%	15%

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)

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

- Special Education Program – funding provided by the East County SELPA which included funding for a Director, three Resource Instructors, contract related service providers, supplies and materials.
- State Categorical Block Grant – Funding provided by the state which supports regular teacher salaries, stipends and educational materials.
- State Lottery Funding – Funding provided by the state lottery board for textbook purchases and other educational materials for students.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,000	\$37,978
Mid-Range Teacher Salary	\$52,000	\$55,252
Highest Teacher Salary	\$59,500	\$71,674
Average Principal Salary (Elementary)	n/a	\$87,651
Average Principal Salary (Middle)	n/a	\$92,196
Average Principal Salary (High)	n/a	\$93,352
Average Superintendent Salary	\$98,114	\$116,851
Percent of Budget for Teacher Salaries	50%	34.39%
Percent of Budget for Administrative Salaries	13%	6.52%

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
<b>English-Language Arts</b>	22.3%	26.6%	28.5%	22.3%	26.6%	28.5%	25%	26.25%	27.1%
<b>Mathematics</b>	16%	18.8%	20.5%	16%	18.8%	20.5%	28.5%	29.7%	30.9%
<b>Science</b>	20.5%	21.2%	20.8%	20.5%	21.2%	20.8%	24.8%	26.7%	28.5%
<b>History-Social Science</b>	19%	23%	23.5%	19%	23%	23.5%	21%	23.5%	25%

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	28.6%	20.5%	20.8%	23.5%
All Students at the School	28.6%	20.5%	20.8%	23.5%
Male	54%	41%	44%	52%
Female	60.7%	40.8%	39.3%	42%
Black or African American	N/D	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D	N/D
Asian	N/D	N/D	N/D	N/D
Filipino	N/D	N/D	N/D	N/D
Hispanic or Latino	54.8%	46.5%	42%	58%
Native Hawaiian or Pacific Islander	N/D	N/D	N/D	N/D
White	60.6%	43.2%	45.3%	51%
Two or More Races	46%	46%	N/D	N/D
Socioeconomically Disadvantaged	30.5%	21%	N/D	N/D
English Learners	N/D	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D	N/D
Students Receiving Migrant Education Services	N/D	N/D	N/D	N/D

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	85%	86%	83%	82%	85%	85%	79%	81%	82%
Mathematics	85%	75%	74%	84%	83%	87%	80%	81%	83%

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	48%	52%	52%	68%	32%	32%
All Students at the School	48%	52%	52%	68%	32%	32%
Male	49%	51%	51%	63%	37%	37%
Female	46%	54%	54%	76%	24%	24%
Black or African American	N/D	N/D	N/D	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D	N/D	N/D	N/D
Asian	N/D	N/D	N/D	N/D	N/D	N/D
Filipino	N/D	N/D	N/D	N/D	N/D	N/D
Hispanic or Latino	N/D	N/D	N/D	82%	18%	18%
Native Hawaiian or Pacific Islander	N/D	N/D	N/D	N/D	N/D	N/D
White	40%	60%	60%	59%	41%	41%
Two or More Races	N/D	N/D	N/D	N/D	N/D	N/D
Socioeconomically Disadvantaged	62%	38%	38%	80%	20%	20%
English Learners	N/D	N/D	N/D	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D	N/D	N/D	N/D
Students Receiving Migrant Education Services	N/D	N/D	N/D	N/D	N/D	N/D

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	96.3%	0	0
7	90.3%	0	0
9	N/D	N/D	N/D

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	3	1	2
Similar Schools	1	1	1

### 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	-28	45	12
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	N/D	N/D	N/D
Native Hawaiian or Pacific Islander	N/D	N/D	N/D
White	-8	31	0
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	N/D	N/D	N/D
English Learners	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D

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	725	745	725	745	4,683,676	778
Black or African American	38	669	38	669	317,856	696
American Indian or Alaska Native	7	N/D	7	N/D	33,774	733
Asian	28	792	28	792	398,869	898
Filipino	5		5		123,245	859
Hispanic or Latino	86	707	86	707	2,406,749	729
Native Hawaiian or Pacific Islander	2	N/D	2	N/D	26,953	764
White	505	752	505	752	1,258,831	845
Two or More Races	53	789	53	789	76,766	836
Socioeconomically Disadvantaged	88	641	88	641	2,731,843	726
English Learners	18	545	18	545	1,521,844	707
Students with Disabilities	61	645	61	645	521,815	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	No	No
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	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	Yes

## 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	Not in PI	Not in PI
First Year of Program Improvement	Not in PI	Not in PI
Year in Program Improvement	Not in PI	Not in PI
Number of Schools Currently in Program Improvement		Not in PI
Percent of Schools Currently in Program Improvement		Not in PI

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
<b>Dropout Rate (1-year)</b>	1.7%	3.1%	2.1%	1.7%	3.1%	2.1%	3.9%	4.5%	3.4%
<b>Graduation Rate</b>	59.4%	75%	88.5%	59.4%	75%	88.5%	80.2%	78.6%	80.5%

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
<b>All Students</b>	72	72	N/D
<b>Black or African American</b>	5	5	N/D
<b>American Indian or Alaska Native</b>	6	6	N/D
<b>Asian</b>	0	0	N/D
<b>Filipino</b>	0	0	N/D
<b>Hispanic or Latino</b>	0	0	N/D
<b>Native Hawaiian or Pacific Islander</b>	0	0	N/D
<b>White</b>	60	60	N/D
<b>Two or More Races</b>	2	2	N/D
<b>Socioeconomically Disadvantaged</b>	20	20	N/D
<b>English Learners</b>	0	0	N/D
<b>Students with Disabilities</b>	2	2	N/D

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

### 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	n/a
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

### Courses for University of California and/or California State University Admission (School Year 2009–10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	20.4%
Graduates Who Completed All Courses Required for UC/CSU Admission	20.4%

### Advanced Placement Courses (School Year 2010–11)

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	n/a	n/a

Note: Cells shaded in black do not require data.

## 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.

The annual number of school days dedicated to staff development for the most recent three-year period is 22 days.