

Executive Summary School Accountability Report Card, 2009–10

For Canyon Elementary School

Address: P.O. Box 187, Canyon, CA
Principal: Chris Kerrigan

Phone: 925 376 4671
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. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 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

Canyon Elementary School, the only school in the Canyon Elementary School District, is a public school serving approximately sixty-five students in grades kindergarten through eight, located in the tiny unincorporated community of Canyon, California. Watershed, regional parks, and pasturelands surround Canyon and provide a buffer from the neighboring cities of Oakland and Orinda and the town of Moraga. The school and the only other public building, the Post Office, are located on Pinehurst Road on the banks of the Upper San Leandro Creek. Homes are found along steep, narrow private roads and footpaths that extend from the redwood groves and ferns along the creek, through the mixed live oak, bay, and Madrone forests on the steep hillsides, up to the chaparral and Knobcone pines that grow along the ridge. Canyon has a colorful history. Logging camps and notorious saloons helped establish a local reputation for rowdiness in the nineteenth century, and in the late 1960s Canyon became a center of political and social protest and creative alternative lifestyles. Today's residents still work together to maintain their own roads and water systems, and Canyon Community Association volunteers provide mediation services, emergency planning, and interface with county and state.

The School District was established—and the original one-room schoolhouse was built—in 1918. From the beginning, the school also served as a meeting hall and a focus of community activity. Canyon residents have worked hard over the years to ensure the School's survival and excellence, providing countless hours of volunteer labor, seeking out families with children to rent to in order to keep attendance up, and actively opposing the State's repeated efforts to force consolidation with other districts. Nearly a third of Canyon's current adult population, representing more than half of the families with children, have served as school employees or School Board members. After the old school building was condemned in 1985, years of unprecedented effort and dedication on the part of the School Board and other volunteers made it possible to construct a beautiful new facility, custom designed to support the School's multi-grade classes and community-centered activities and to harmonize with the natural environment. The new building opened in 1993. Taking advantage of its larger size and recent laws that allow students to transfer between public school districts, the School now welcomes many non-resident families.

Student Enrollment

Group	Enrollment
Number of students	69
Black or African American	2%
American Indian or Alaska Native	1.38%
Asian	4.14%
Filipino	0%
Hispanic or Latino	%
Native Hawaiian/Pacific Islander	0.69%
White (not of Hispanic origin)	60.79%
Two or More Races	8.28%
Socioeconomically Disadvantaged	6.21%
English Learners	0%
Students with Disabilities	0%

Teachers

Indicator	Teachers
Teachers with full credential	5
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 ¹ Program Results
English-Language Arts	87%
Mathematics	72%
Science	100%
History-Social Science	86%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	898
Statewide Rank (from 2009 Base API Report)	10
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	?
2010–11 Program Improvement Status (PI Year)	?

School Facilities

Summary of Most Recent Site Inspection

Our insurance company inspects our site annually.

Repairs Needed

All repairs have been made.

Corrective Actions Taken or Planned

N/A

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

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)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7571
District	\$7571
State	\$

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 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, 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., 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 2010–11)

This section provides the school's contact information.

School		District	
School Name		District Name	Canyon Elementary School District
Street	Canyon Elementary School	Phone Number	925 376 4671
City, State, Zip	P.O. Box 187, Pinehurst Road Canyon, CA 94516	Web Site	www.canyon.k12.ca.us
Phone Number	925 376 4671	Superintendent	Gloria Faircloth
Principal	Chris Kerrigan	E-mail Address	gfaircloth@canyon.k12.ca.us
E-mail Address	canyones@canyon.k12.ca.us	CDS Code	07-61671

School Description and Mission Statement (School Year 2009–10)

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

Canyon School's mission is to foster lifelong love of learning integrating individual academic growth and achievement with artistic expression. We draw strength from our extended community rich in historic tradition, our unique natural setting, and our small size. The School provides a sanctuary for developing the talents, strengths, and confidence of each individual so that our students become resourceful adults who think and act creatively and critically in the world community.

Opportunities for Parental Involvement (School Year 2008-09)

CATSS (Canyon Association To Support the School), our parent organization, provides opportunities for school community members to get together socially to share ideas and concerns and to raise funds for the school. New suggestions are always welcome. Traditionally CATSS plans and organizes special events such as the Halloween Carnival and the Annual Auction, which are intended both as community building activities and as fundraisers for field trips and other special activities. CATSS maintains binders containing detailed records of past events and supplies such as signs, props and dishes. CATSS also ensures that there is help and food available at key school events such as school plays, open houses, and graduation. CATSS meets monthly at members' homes, with childcare provided, but participation is welcome even if you cannot attend the meetings. Look for volunteer sign up sheets in the school foyer. This year's president is Ann Allen, the Vice President is Avril Thompson, the treasurer is Sonya Wilson and the secretary is Diane Santas.

Canyon Education Foundation is an independent, non-profit organization dedicated to providing long-term support to sustain and enhance the programs of the Canyon Elementary School District. The foundation aims to work closely with the school board and staff and complement the activities of CATSS. The Foundation's current directors are Craig Thompson, David Lascurettes, Patty Paton, and Gail Smith-Pratt.

Classroom volunteers. Each class has a volunteer *room parent*, who works closely with the teacher to communicate with parents and coordinate their support for class activities including performances. (All families are asked to help with special activities in their child's class). Other volunteers, supervised by teachers, tutor students and help with in-class activities.

Lunch and playground volunteers distribute lunch cards and provide lunchtime playground supervision. They are invited to eat lunch if they want to. They are responsible for knowing and enforcing the School's behavior guidelines (Be Safe – Be Kind – Do Your Best) as well as specific rules for student behavior at lunch (students should sit while eating, not throw food, use indoor voices and walking feet when indoors, etc.) and on the playground. They should be ready to use

conflict resolution procedures in case of disputes between students. Lunch and playground volunteers work under the supervision of School staff.

Snack providers bring healthy mid-morning snacks for children in each classroom. Snacks are not meant to satisfy students' hunger or spoil their appetites for lunch but only to tide them over, so small portions are definitely in order. Snacks may be left in the classrooms at the beginning of the school day; if it is necessary to put them in the refrigerator, be sure that they are labeled and that the teacher or aide knows about them. Appropriate snacks include fruit, vegetables, bread or rice cakes, perhaps accompanied by cheese, peanut butter, or salsa. PLEASE DO NOT BRING SWEETS OR HIGH FAT-CONTENT FOODS! Although children often appreciate them, such snacks can lead to tooth decay, obesity, and other health problems and they may contribute to behavior problems. Schedules for snack volunteers are provided by room parents. Participation is voluntary – all families are asked to participate, but they may tell the room parent that they do not wish to. No child will be denied snack.

Field trip drivers/chaperones are usually recruited from, but not limited to, the parents of the students who are going. Drivers must have submitted required forms to the School office certifying that they have an appropriate level of car insurance, that their cars are in safe condition, and that they have seat belts for all passengers. Car assignments are made by teachers or school staff and should never be changed without their permission, because it is essential to know who is riding with whom. Drivers are provided with emergency information cards for all children in their care. Drivers and other parents who come along also serve as chaperones during the field trip. Chaperones are expected to remain attentive, model appropriate behavior, assist wherever necessary in supervising students' behavior, and follow the instructions of the teacher in charge. They should refrain from buying treats or souvenirs for their own children unless they are prepared to do the same for all students. Each chaperone should continuously monitor the children from their own car group for the duration of the field trip. [*Field Trip Driver's Information Forms* are included in the summer mailing]

Garden volunteers work with teachers and students in class activities, coordinate with the food services manager to provide produce for lunches, and care for the garden outside school time.

Housekeeping volunteers (including Summer Work Day volunteers) perform tasks such as moving furniture for floor cleaning, cleaning out roof gutters, spreading ground cover in the playground, dusting high shelves, and cleaning windows. Many of the tasks are suitable for children, who can take part under a parent's supervision. This is easy but necessary work, and all families are asked to participate – those who cannot attend organized summer or weekend work days should contact a staff member about completing housekeeping tasks at other times.

Special events helpers (many of them for each event) take care of publicizing, setting up, catering, cleaning up, and providing thanks and acknowledgments. CATSS coordinates helpers for all special events.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	7	Grade 8	7
Grade 1	8	Ungraded Elementary	0
Grade 2	8	Grade 9	0
Grade 3	9	Grade 10	0
Grade 4	7	Grade 11	0
Grade 5	7	Grade 12	0
Grade 6	7	Ungraded Secondary	0
Grade 7	9	Total Enrollment	69

Student Enrollment by Group (School Year 2009–10)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2%	White	60.79%
American Indian or Alaska Native	1.38%	Two or More Races	8.28%
Asian	4.14%	Socioeconomically Disadvantaged	6.21%
Filipino	0%	English Learners	0
Hispanic or Latino	0%	Students with Disabilities	0
Native Hawaiian/Pacific Islander	.69%		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3		20	1		22	1			23	1		
3-4												
4-8												
Other		23.5	2		24	2			24	2		

Average Class Size and Class Size Distribution (Secondary) – N/A

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	2007–08		2008–09		2009–10	
	Avg.	Number of	Avg.	Number of	Avg.	Number of

	Class Size	Classrooms			Class Size	Classrooms			Class Size	Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

III. School Climate

School Safety Plan (School Year 2009–10)

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

Our school's comprehensive safety plan is in a binder in the school office.

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

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.

Our school building was built in 1993 and it is in good condition. We recently replaced the rain gutters.

School Facility Good Repair Status (School Year 2010–11)

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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	5	5	5	5
Without Full Credential				
Teaching Outside Subject Area of Competence				n/a

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008-09	2009-10	2010-11
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 Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 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. More information on teacher qualifications required under the ESEA 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 Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	100	
High-Poverty Schools in District	n/a	
Low-Poverty Schools in District	n/a	

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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	n/a	
Counselor (Social/Behavioral or Career Development)	n/a	n/a
Library Media Teacher (librarian)	n/a	n/a
Library Media Services Staff (paraprofessional)	n/a	n/a
Psychologist	n/a	n/a
Social Worker	n/a	n/a
Nurse	n/a	n/a
Speech/Language/Hearing Specialist	n/a	n/a
Resource Specialist (non-teaching)	n/a	n/a
Other		n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	100	0	All
Mathematics	100	0	All
Science	100	0	All
History-Social Science	100	0	All
Foreign Language	100	0	All
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

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			\$7571	\$53,016
District	n/a	n/a	\$7571	\$53,016
Percent Difference – School Site and District	n/a	n/a		
State	n/a	n/a		
Percent Difference – School Site and State	n/a	n/a		

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

N/A

Teacher and Administrative Salaries (Fiscal Year 2008–09)

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	\$38,500	\$38,481
Mid-Range Teacher Salary	\$54,300	\$55,789
Highest Teacher Salary	\$66,250	\$70,849
Average Principal Salary (Elementary)		\$88,862
Average Principal Salary (Middle)		\$94,015
Average Principal Salary (High)		\$97,594
Superintendent Salary	\$43,000	\$110,994
Percent of Budget for Teacher Salaries	41.40%	37.20%
Percent of Budget for Administrative Salaries	10.10%	6.60%

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 assessments under the STAR program 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 nine through eleven. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, 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 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	81	82	87				46	50	
Mathematics	65	72	72				43	46	
Science	79	60	65				46	50	
History-Social Science	*	*	*				36	41	

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	87%	82%	100%	86%
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				

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 in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison - Not applicable

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts									
Mathematics									

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year - Not applicable

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 in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						

Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2009–10)

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	*	*	*
7	*	*	*
9			

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. Detailed information about the API can be found on 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	2007	2008	2009
Statewide	7*	7*	10
Similar Schools			

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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 on 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 2009–10)

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 six AYP criteria described above.

AYP Criteria	School	District
Overall		
Participation Rate - English-Language Arts		
Participation Rate – Mathematics		
Percent Proficient - English-Language Arts		
Percent Proficient – Mathematics		
API		
Graduation Rate		

Federal Intervention Program (School Year 2010–11)

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 on 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 Posts Secondary Preparation – Not Application

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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

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>. (Outside Source)

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		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)									
Graduation Rate									

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school’s most recent graduating class who met 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 2010		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Data provided by the LEA and the CDE

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Narrative provided by the LEA

Career Technical Education Participation (School Year 2009–10)

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	

Data provided by the LEA

Courses for University of California and/or California State University Admission (School Year 2008–09)

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 2009–10)

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.

We provide for three staff development days.