

Executive Summary School Accountability Report Card, 2010–11

For *Pacific Schools*

Address: 15339 Saticoy Street
Principal: Delores Brown

Phone: (818) 267-2600
Grade Span: 5-12

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. 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

Pacific Schools is a therapeutic day school serving students with learning, emotional, and social deficits. Educational programming is determined by grade level, I.E.P. goals, core content state standards and research-based curriculum. Pacific Schools follows the scope and sequence of classes mandated by the California Department of Education and the Los Angeles Unified School District. Course work is designed to prepare students to transition to post-secondary educational settings, vocational training and/or community employment. An interdisciplinary team of teachers, holding appropriate California credentials, licensed therapists and trained behavioral specialists work collaboratively to provide opportunities for students to experience academic achievement and personal growth. Related services include counseling, speech and language therapy, occupational therapy, adapted physical education, transition services, transportation, and Mental Health Services including individual, family and group therapy, as well as medication support.

Pacific Schools offers two distinct “programs” within the auspices of the overall campus. They are:

Harbor School West

Pacific School’s Harbor program is a therapeutic day school for elementary, middle and secondary school students. These students may be experiencing social and emotional distress, without acting out behaviors, interfering with their academics and success in a public school setting. Common issues are depressive symptoms, anxiety, difficulty with school attendance, and peer relational problems requiring more intensive mental health services.

Pacific Ridge

Pacific School’s Ridge program is a therapeutic day school for elementary, middle and secondary school students. These students may be experiencing social and emotional distress interfering with their academics and success in a public school setting. Students are in need of highly structured therapeutic setting to address their mental health and behavioral needs. Common issues are oppositionality, defiance, school truancy, periodic acting out and risk taking behaviors.

Group	Enrollment
Number of students	73
Black or African American	9%
American Indian or Alaska Native	0%
Asian	2%
Filipino	0%
Hispanic or Latino	39%
Native Hawaiian or Pacific Islander	0%
White	49%
Two or More Races	0%
Socioeconomically Disadvantaged	24%
English Learners	0%
Students with Disabilities	100%

Indicator	Teachers
Teachers with full credential	7
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

SCHOOL FACILITIES

Summary of Most Recent Site Inspection

School facility conditions and Improvements

Pacific Schools maintains a clean, safe physical plant. School facilities are cleaned daily. Repairs are made in a timely manner. There is a maintenance person on site to provide immediate assistance to staff and students. Floors and carpets are cleaned and waxed thoroughly during pupil-free days. There is an on-going schedule of touch-up and repainting to ensure upkeep of the facility. The school receives annual inspections and clearances from the Health and Fire Departments.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	√		
Mechanical Systems	√		
Windows/Doors/Gates (interior and exterior)	√		
Interior Surfaces (walls, floors, and ceilings)	√		
Hazardous Materials (interior and exterior)	√		
Structural Damage	√		
Fire Safety	√		
Electrical (interior and exterior)	√		
Pest/Vermin Infestation	√		
Drinking Fountains (inside and outside)	√		
Restrooms	√		
Sewer	√		
Playground/School Grounds	√		

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 Completion

Indicator	Result
Graduation Rate (if applicable)	80%

Many students enter Pacific Schools with significant Credit deficits. For that reason, some require additional time to complete graduation requirements. This year 5 students graduated one year or more beyond their anticipated graduation date. The students who did not graduate had previous credit deficits and are still enrolled at the school making progress toward their graduation.

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

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	<i>Pacific Schools</i> 15339 Saticoy Street Van Nuys, CA 91406 (818) 267-2600 Dee Brown, Director of Education dbrown@thehelpgroup.org	District Name	
Street		Phone Number	
City, State, Zip		Web Site	
Phone Number		Superintendent	
Principal		E-mail Address	
E-mail Address		CDS Code	

School Description

History (School Year 2010–

MISSION STATEMENT

The Help Group is a very special partnership of caring comprised of the Board of Directors, staff, and governmental colleagues, contracting agencies, philanthropic friends, parents and volunteers. As one of the Help Group's specialized day schools, Pacific Schools is committed to helping young people fulfill their potential to the highest level possible and to lead positive, productive, and rewarding lives.

The mission of Pacific Schools is to provide a comprehensive educational, behavioral and therapeutic program in the service of students with significant emotional, behavioral, social and learning disabilities. This program combines cognitive and behavioral techniques employed with a multidisciplinary team approach to complement the individualized classroom instruction in order to promote academic success and functioning in the least restrictive environment as well as prepare students for a successful transition from school to post-school activities such as advanced education, vocational training, independent living and community participation.

Pacific Schools is dedicated to developing each student's abilities to their fullest potential through coordinated curriculum, behavioral intervention and therapeutic support that allows for and enhances individual differences. To this end, stakeholders work collaboratively to aid each student in their intellectual, physical, emotional, social and ethical development so that they may become efficacious individuals and are prepared to take their place as productive and responsible citizens in society.

STUDENT PROFILE

The profile of the student attending Pacific Schools is a child of average or above average intelligence who has demonstrated difficulties with school due to emotional difficulties. Some students may externalize their emotional issues, while others may be internalized. Pacific Schools' students benefit from the therapeutic setting and utilize the resources available to them to move forward with new coping skills.

Opportunities for Parental Involvement (School Year 2010–11)

OPPORTUNITIES FOR PARENT INVOLVEMENT

Parents of Pacific Schools' students are kept "in-the-loop" via daily communication with their child's teacher(s). Case conferences are scheduled as needed, wherein parents have access to their child's therapist, other clinical and behavioral staff, the Dean of Students, academic staff and administrators. An active parent association helps keep parents and school staff in contact. Parents are kept informed of local events and speakers which might be of interest to their families. Additional supports may be available, such as AB3632 services, family therapy, monitoring and prescribing of medication, and in-home services.

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	6
Grade 1	0	Ungraded Elementary	
Grade 2	0	Grade 9	14
Grade 3	0	Grade 10	20
Grade 4	0	Grade 11	10
Grade 5	2	Grade 12	16
Grade 6	2	Ungraded Secondary	
Grade 7	3	Total Enrollment	73

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	3 rd – 5 th 8 students 1 class 6 th – 8 th 11 students 1 class 7 th – 8 th 10 students, 1 class, 6				5 th – 7 th , 8 students, 1 class				5 th – 8 th – 9 students			
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

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	12 students in each subject				12 students in each subject.				12 students in each subject.			
Mathematics												
Science												
Social Science												

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

III. School Climate

School Safety Plan (School Year 2010–11)

SCHOOL CLIMATE

School Safety Plan

Pacific Schools provides a safe environment for learning. Students participate in emergency drills held on a monthly basis for earthquake and fire preparedness. During these drills select staff brings with them laptops and zip drives with emergency contact numbers. All staff receive mandatory yearly training regarding Child-Abuse Reporting, Sexual Harassment, Bullying and Prejudice, and Blood-Borne Pathogens. The Safety Committee meets monthly to discuss concerns and correct safety issues. Earthquake supplies are available on sight. Staff members practice emergency drills and are assigned to stations such as triage, search and rescue, and first aid. The front gate is kept locked and visitors are required to contact the front office to enter the premises. All students must participate in transportation safety training on a yearly basis. Teachers and students are aware of lock-down procedures and procedures for requesting immediate assistance. Once a year we practice lock down procedures. Following any incident where safety may have been compromised, a thorough debriefing is conducted with all constituents.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0.4	0.3	0.06			
Expulsions	n	n	n			

* 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)

SCHOOL FACILITIES

School facility conditions and Improvements

Pacific Schools maintains a clean, safe physical plant. School facilities are cleaned daily. Repairs are made in a timely manner. There is a maintenance person on site to provide immediate assistance to staff and students. Floors and carpets are cleaned and waxed thoroughly during pupil-free days. There is an on-going schedule of touch-up and repainting to ensure upkeep of the facility. The school receives annual inspections and clearances from the Health and Fire Departments.

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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		<i>No current issues with all items listed.</i>	
Interior: Interior Surfaces			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			
Electrical: Electrical			
Restrooms/Fountains: Restrooms, Sinks/Fountains			
Safety: Fire Safety, Hazardous Materials			
Structural: Structural Damage, Roofs			
External: Playground/School Grounds, Windows/Doors/Gates/Fences			
Overall Rating	<i>Data provided by the LEA</i>		

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				
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				1/a
	8 teachers, 6 with full credentials	8 teachers with full credential	7 teachers with full credential	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners 0	<i>Data provided by the LEA</i>		
Total Teacher Misassignments* 0			
Vacant Teacher Positions 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	Percent of Classes In Core
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	Academic Subjects Taught by Highly Qualified Teachers	Academic Subjects Not Taught by Highly Qualified Teachers
This School		
All Schools in District	<i>Data provided by the CDE</i>	
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 25 percent or less 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	<i>Data provided by the LEA</i>		
Counselor (Social/Behavioral or Career Development)			
Library Media Teacher (librarian)			
Library Media Services Staff (paraprofessional)			
Psychologist			<i>Data provided by the LEA</i>
Social Worker			
Nurse			
Speech/Language/Hearing Specialist			
Resource Specialist (non-teaching)			
Other			

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

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	See following database 2010-2011 Data collected 10-13-10		_____
Mathematics			_____
Science			_____
History-Social Science			_____
Foreign Language			_____
Health			_____
Visual and Performing Arts			_____
Science Laboratory Equipment (grades 9-12)			_____

Quality, Currency, Availability of Textbooks and Instructional Materials

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: **October 2010**

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	Publisher/Year	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Number of Students	Num Text
Math	1	enVisionMATH California ©	9780328414390 Scott Foresman 2009	Yes		0	
Math	2	enVisionMATH California ©	9780328411290 Scott Foresman 2009	Yes		0	
Math	3	enVisionMATH California ©	9780328272891 Scott Foresman 2009	Yes		0	1
Math	4	enVisionMATH California ©	9780328272891 Scott Foresman 2009	Yes		0	1
Math	5	enVisionMATH California ©	9780328272914 Scott Foresman 2009	Yes		2	1
Math	6	California Mathematics	9780078778483 Glencoe McGraw Hill 2008	Yes		2	2

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	Publisher/Year	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Number of Students	Number of Textbooks
Math	7	California Mathematics	978 007 877850 6 Glencoe McGraw Hill 2008	Yes		3	3
e-Algebra	8	California Algebra Readiness California Ed.	9780078778506 Glencoe McGraw Hill 2008	Yes		6	3
Algebra	9/10	California Algebra 1	9780078778520 Glencoe McGraw Hill 2008	Yes	Los Angeles Unified School District	14	4
Geometry	10/11	California Geometry Concepts and Applications	9780078618215 Glencoe McGraw Hill 2005	Yes	Los Angeles Unified School District	20	3
Algebra II	11/12	Algebra II	0 618 25020-4 McDougal Little 2004	Yes	Los Angeles Unified School District	16	6
Pre-Calculus	11/12	Pre-Calculus: Enhanced with Graphing 4 th Ed.	0131924966 Prentice Hall 2006	Yes	Los Angeles Unified School District	0	3
Science	3	California Science	978-0-15-347119-3 Harcourt 2008	Yes		0	3
Science	4	California Science	978-0-15-347120-8 Harcourt 2008	Yes		0	4
Science	5	California Science	9870-0-15-347121-6 Harcourt 2008	Yes		2	1
Science	6	California Earth Science	0-03-042658-8 Holt 2007	Yes		2	1
Science	7	California Life Science	0-03-042657-X Holt 2007	Yes		3	1
Science	8	California Physical Science	0-03-046-528-1 Holt 2007	Yes		6	1
Science	HS	California Biology	0-03-099-380-6 Holt 2007	Yes	Los Angeles Unified School District	20	2
Science	HS	California Earth Science	0-03-092207-0 Holt 2007	Yes	Los Angeles Unified School District	14	1
Science	HS	California Physics	0-03-092210-0	Yes	Los Angeles Unified School District	10	1
Social Science	3	History-Social Science for California	0-328-16809-2 Scott Foresman 2006	Yes		0	3
Social Science	4	History-Social Science for California	0-328-16672-3 Scott Foresman 2006	Yes		0	6
Social Science	5	History-Social Science for California	0-328-16673-1 Scott Foresman 2006	Yes		2	1
Social Science	6	Ancient Civilizations	0-030-73459-2 Holt, Rinehart & Winston 2006	Yes		2	1

ial Science	7	Medieval and Early Modern Times	0-131-81-747-7 Prentice Hall 2006	Yes		3	1
ial Science	8	America: History of Our Nation	0-131-81731-2 Prentice Hall 2006	Yes		6	1
ial Science	9	Lifetime Health	0-03-064614-6 Holt 2007	Yes	Los Angeles Unified School District	14	2
ial Science	10	Glencoe World History: Modern Times	0-078067855-2 Glencoe 2006	Yes	Los Angeles Unified School District	20	2
ial Science	11	The American Vision: Modern Times	0-078-6785-X Glencoe 2006	Yes	Los Angeles Unified School District	10	3
ial Science	12	United States Government	0-07-860054-5 Glencoe 2006	Yes	Los Angeles Unified School District	16	2
ial Science	12	Economics: Today and Tomorrow	0-0778606969 Glencoe 2005	Yes	Los Angeles Unified School District	16	2
English guage Arts	1	Open Court Reading Anthology Vol 1 Level 1	0-07-569242-2 SRA McGraw Hill 2002	Yes		0	
English guage Arts	1	Open Court Reading Anthology Vol 2 Level 1	0-07-569243-0 SRA McGraw Hill 2002	Yes		0	
English guage Arts	2	Open Court Reading Anthology Vol 1 Level 2	0-07-569244-9 SRA McGraw Hill 2002	Yes		0	
English guage Arts	2	Open Court Reading Anthology Vol 2 Level 2	0-07-569245-7 SRA McGraw Hill 2002	Yes		0	
English guage Arts	3	Open Court Reading Anthology Vol 1 Level 3	0-07-569246-5 SRA McGraw Hill 2002	Yes		0	
English Language Arts	3	Open Court Reading Anthology Vol 2 Level 3	0-07-569248-1 SRA McGraw Hill 2002	Yes		0	
English guage Arts	4	Open Court Reading Anthology Level 4	0-07-569246-5 SRA McGraw Hill 2002	Yes		0	
English guage Arts	5	Open Court Reading Anthology Level 5	0-07-569249-X SRA McGraw Hill 2002	Yes		2	
English guage Arts	6	Timeless Voice, Timeless Themes CA Edition	0-13-054802-2 Prentice Hall 2002	Yes		2	1
English guage Arts	7	Timeless Voice, Timeless Themes CA Edition	0-13-054803-3 Prentice Hall 2002	Yes		3	1
English guage Arts	8	Timeless Voice, Timeless Themes CA Edition	0-13-054804-9 Prentice Hall 2002	Yes		6	1

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	Publisher/Year	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Number of Students	Number of Textbooks
English Language Arts	9	Timeless Voice, Timeless Themes CA Edition	0-13-054805-7 Prentice Hall 2002	Yes	Los Angeles Unified School District	14	2
English Language Arts	10	Timeless Voice, Timeless Themes CA Edition	0-13-054806-5 Prentice Hall 2002	Yes	Los Angeles Unified School District	20	4
English Language Arts	11	Timeless Voice, Timeless Themes CA Edition	0-13-054807-3 Prentice Hall 2002	Yes		11	2
English Language Arts	12	Timeless Voice, Timeless Themes CA Edition	0-13-054808-1 Prentice Hall 2002	Yes	Los Angeles Unified School District	16	2
English Language Arts	12	Writers Choice	0-07-82980-2 Glencoe-McGraw-Hill 2005	Yes	Los Angeles Unified School District	16	2
Spanish 1	HS	Realidades, Level 1	0-131-01687-3 Prentice Hall 2004	Yes	Los Angeles Unified School District	0	1
Spanish 2	HS	Realidades, Level 2	0-130-35951-3 Prentice Hall 2004	Yes	Los Angeles Unified School District	0	4

VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental /	Expenditures Per Pupil (Basic /	Average Teacher Salary
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	Restricted)	Unrestricted)	
School Site	<i>Data provided by the LEA</i>		
District		<i>Data provided by the LEA</i>	<i>Data provided by the CDE</i>
Percent Difference – School Site and District		<i>Data provided by the LEA</i>	
State		<i>Data provided by the CDE</i>	
Percent Difference – School Site and State		<i>Data provided by the LEA</i>	

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)

Narrative provided by the LEA

Provide specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	<i>Data provided by the CDE</i>	_____
Mid-Range Teacher Salary		_____
Highest Teacher Salary		_____
Average Principal Salary (Elementary)		_____
Average Principal Salary (Middle)		_____
Average Principal Salary (High)		_____
Superintendent Salary		_____
Percent of Budget for Teacher Salaries		_____
Percent of Budget for Administrative Salaries		_____

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	<i>Data provided by the CDE</i>								
Mathematics									
Science									
History-Social Science									

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				
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				

Data provided by the CDE

Note: Scores are not shown when the number of students is too small for statistical accuracy or to protect student privacy.

small for

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									
Mathematics									

Data provided by the CDE

Note: Scores are not shown when the number of students is too small for statistical accuracy or to protect student privacy.

is too small for

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	<i>Data provided by the CDE</i>					
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 statistical accuracy or to protect student privacy.

small for

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/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	<i>Data provided by the CDE</i>		
7			
9			

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	<i>Data provided by the CDE</i>		
Similar Schools			

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	<i>Data provided by the CDE</i>			
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	<i>Data provided by the CDE</i>		
Socioeconomically Disadvantaged	<i>Data provided by the CDE</i>			
English Learners				
Students with Disabilities	<i>Data provided by the CDE</i>			

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	<i>Data provided by the CDE</i>					
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						

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	<i>Data provided by the CDE</i>	
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met API Criteria		
Met Graduation Rate		

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	<i>Data provided by the CDE</i>	_____
First Year of Program Improvement		_____
Year in Program Improvement		_____
Number of Schools Currently in Program Improvement		_____
Percent of Schools Currently in Program Improvement		<i>Data provided by the CDE</i>

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)	<i>Data provided by the CDE</i>								
Graduation Rate									

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

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/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)

All students participate in "Career Cruising"; an on-line program which allows them to identify career interests and strengths. Each student creates a portfolio including their resume, sample cover letters, etc. They work with their counselor 1:1 in completing these surveys. Transition goals are set in each year's IEP meeting and prior to graduation.

Select students are invited to participate in our WorkAbility program, working off-site with staff supervision 2 times a week.

All students have access to our on-campus Department of Rehabilitation representative.

English classes incorporate transition topics in writing assignments.

All school assemblies include speakers from the Office of Disabilities from local colleges. In early spring juniors and seniors participate in field trips to local colleges and universities. Agency scholarships are offered to graduates to help offset tuition costs.

Graduates are contacted after one year to update our data on transition outcomes.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	<i>Data provided by the LEA</i>
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	<i>Data provided by the CDE</i>
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	<i>Data provided by the CDE</i>	
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		

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.

There are 10 minimum days during the school year. In-service topics are addressed from 1:30PM until 4:00PM. Additionally there is a pupil free day enabling staff to attend The Help Group Summit – a professional training forum.

The topics for 2010-2011 include:

- Managements or paraprofessionals in the classroom
- Electronic IEPs
- Positive Behavior Management
- Reading Instruction in Core Curriculum
- Pre and post testing: a framework for differential grading
- The well-designed classroom and its impact on learning
- Psychiatric diagnoses: implications for the classroom
- Transition portfolios, assessment and Service Learning
- Stress management/time management
- Multi-grade classrooms and direct instruction

Topics are selected by academic staff via a needs assessment. Guest speakers often present during these in-services.

Teachers are encouraged to attend professional development workshops throughout the year. The school pays for any fees involved.

Teachers meet with academic administration weekly to discuss compliance issues. The entire school staff also meets weekly and they are provided information from clinical staff on specific students and possible interventions. Teachers are observed in the classroom setting and given feedback by administration.

At the heart of this therapeutic milieu is the teacher-therapist team. Teachers are kept abreast of therapeutic methodology and pharmacological interventions.

Student data is collected and analyzed each year. The school examines progress on IEP goals as well as academic progress as measured by the Woodcock Johnson III. Deficits are identified and targeted for the following year.