

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

San Joaquin County Peterson/Juvenile Hall School

CDS Code: 30-10397-3930195

Address: **2707 Transworld Dr. , Stockton CA 95206-3948**
Principal: **James Mousalimas**

Phone: **209-468-4847**
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 school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The Peterson Juvenile Hall program uses an integrated, thematic approach to instruction. Lessons, assignments, and projects are centered on quarterly themes that bring continuity to the learning experience. Students complete grade appropriate, standards-based academic courses and work on basic skills to complete requirements or earn high school credits. Educational strategies are highly interactive, and are both process and product oriented in the classroom.

The program enables students to become productive members of the community by providing quality learning opportunities. Students develop an appreciation of self and others, individual talents, critical thinking and problem solving skills, workforce readiness, and complete a course of study resulting in a high school diploma, Certificate of Completion, CHSPEE or GED.

The Peterson Juvenile Hall program serves K-12 youth at Peterson Juvenile Hall, The Camp and Dorothy Biddick School. Peterson Juvenile Hall and The Camp are located at the county juvenile justice center. Dorothy Biddick is located at the Mary Graham Children's Shelter.

Students who have been identified as needing special education services are provided those services through two credentialed special education teachers and an aide who deliver instruction in the classroom or one-on-one outside of the classroom. Parents of Special Education students are active participants in the IEP team meetings for his/her child.

Student Enrollment

Group	Percent
African American	29.28%
American Indian or Alaska Native	0.90%
Asian	3.60%
Filipino	0%
Hispanic or Latino	38.74%
Pacific Islander	0.90%
White (not Hispanic)	19.37%
Multiple or No Response	7.21%
Socioeconomically Disadvantaged	2.00%
English Learners	4.00%
Students with Disabilities	2.00%
Total Number of Students	222

Teachers

Indicator	Teachers
Teachers with full credential	9
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	4.5%
Mathematics	4.8%
Science	0%
History-Social Science	2.3%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	B
Statewide Rank (from 2008 Base API Report)	
2009-10 Program Improvement Status (PI Year)	

School Facilities

Summary of Most Recent Site Inspection

N/A

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	N/A for County Office of Education
District	N/A for County Office of Education
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	N/A

Postsecondary Preparation

Measures	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

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. 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 that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

II. About This School

Contact Information (2009-10)

School		District	
School Name	San Joaquin County Juvenile Hall	District Name	San Joaquin County Office of Education
Street	2707 Transworld Dr.	Phone Number	209-468-4800
City, State, Zip	Stockton , CA 95206-3948	Web Site	www.sjcoe.org
Phone Number	209-468-4847	Superintendent	Fredrick Wentworth
Principal	James Mousalimas	E-mail Address	fwentworth@sjcoe.net
E-mail Address	jmousalimas@sjcoe.net	CDS Code	39- 10397- 3930195

School Description and Mission Statement (2008-09)

Our mission as a school community is to educate and empower all students. We do this by serving the whole student in a positive learning environment so that all students will become lifelong learners and productive citizens.

The Juvenile Peterson Hall program maintains an academic focus and high expectations of students, staff and parents. All stakeholders participate in the support and education of each child. Staff is committed to high quality staff development, professional growth and serving the whole student. Students are provided quality curriculum, vocational educational opportunities and technology in a positive learning environment. They make positive contributions to their communities as students and graduates of the one. program. Students complete a course of study that enables them to have educational and career choices beyond high school.

The Concept of one. is the guiding philosophy of the San Joaquin County Office of Education (SJCOE) one. Program. one. stands for our desire to remind students that each individual is important and can make a difference in the world; we also want to make the point that it is when individuals join together, and work as one. miracles can occur.

We believe that...

- All kids can learn.
- Learning never ends.
- There is a need to celebrate diversity.
- Students bring with them their own reality.
- As educators, we should be eclectic and flexible.
- It is necessary to teach students to learn to learn.
- It is essential to recognize the basic worth in all people.
- There is a need to instill a sense of self-respect in our students.
- Each student should be given the opportunity to fully develop his/her human potential.
- There is a need to facilitate learning by drawing on students' individual strengths and learning styles.
- Each student has the right to a physically and emotionally safe environment that is conducive to learning.

Opportunities for Parental Involvement (2008-09)

Peterson Juvenile Hall and Camp students are incarcerated and have limited visitation rights with their parents. Dorothy Biddick students have been removed from abusive home environments and placed in protective care at the children's shelter. Parents of special education students are involved in the IEP team meetings for his/her child.

Each site provides agency support staff including counselors, probation and parole staff, therapist and other personnel to deal with the education rights and social/emotional needs of the students.

Student Enrollment by Grade Level (2008-09)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	0
Grade 4	1
Grade 5	1
Grade 6	1
Grade 7	2
Grade 8	13
Ungraded Elementary	0
Grade 9	24
Grade 10	38
Grade 11	81
Grade 12	60
Ungraded Secondary	0
Total Enrollment	222

Student Enrollment by Group (2008-09)

Group	Percent of Total Enrollment
African American	29.28%
American Indian or Alaska Native	0.90%
Asian	3.60%
Filipino	0%
Hispanic or Latino	38.74%
Pacific Islander	0.90%
White (not Hispanic)	19.37%
Multiple or No Response	7.21%
Socioeconomically Disadvantaged	2.00%
English Learners	4.00%
Students with Disabilities	2.00%

III. School Climate

School Safety Plan (2008-09)

Students of Peterson Juvenile Hall and The Camp are under the direct supervision of juvenile probation/court authorities. Staff members from these agencies are present in the classroom at all times. All staff, including the SJCOE teachers follow the strict safety guidelines and supervision rules established and reviewed by the county juvenile justice center.

Students at Dorothy Biddick are under the direct authority of the Mary Graham Children’s Shelter/Social Services staff and the SJCOE teaching staff. A children’s shelter staff member is always present in the classroom to provide additional supervision and support. All staff, including the SJCOE teachers follow the strict safety guidelines and supervision rules established and reviewed by Mary Graham Children’s Shelter/Social Services.

All SJCOE teachers are given the following Safety Plan at the beginning of each school year:

- A crisis prevention checklist. The checklist is completed by site teachers and posted at each site. It includes the location of the fire extinguishers and first aid kits. The emergency evacuation plan is also included. This information is displayed at each site.
- Directions to follow in case of an emergency, crisis or injury
- A bomb threat checklist
- Listing of emergency phone numbers- posted at the site
- List of indicators of school violence
- List of situations that may lead to a volatile incident and/or atmosphere with students
- Tips for de-escalating a conflict
- Bullying information and tips for dealing with bullying
- Information and Ed Code references regarding dress code
- Suicide intervention information
- Resource numbers – posted at the site

In addition, each school site has completed a comprehensive school safety plan in accordance with the Safe Schools policy, which includes a specific emergency operations plan. In compliance with SB187, the plan is reviewed and revised for each school site. Every plan is aligned with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command System (ICS). Each document is prepared for the use of employees at a specific school sites in the event of an emergency, disaster, or crisis situation.

The plan review, scheduling of drills, practice and safety trainings occurs annually. Schools are issued “grab and go” emergency packs in the event of an evacuation. The school nurse collaborates with parents/guardians of special needs students in order to provide medical emergency kits in accordance with their Individualized School Healthcare Plan (ISHP).

Suspensions and Expulsions

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	162.8	0.4	732.4	91.1	1.6	142.1
Expulsions	0.0	0.4	0.0	0.1	0.1	0.1

IV. School Facilities

School Facility Conditions and Planned Improvements (2009-10)

N/A

School Facility Good Repair Status (2009-10)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	N/A	N/A	N/A	N/A
Interior: Interior Surfaces	N/A	N/A	N/A	N/A	N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	N/A	N/A	N/A	N/A
Electrical: Electrical	N/A	N/A	N/A	N/A	N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	N/A	N/A	N/A	N/A
Safety: Fire Safety, Hazardous Materials	N/A	N/A	N/A	N/A	N/A
Structural: Structural Damage, Roofs	N/A	N/A	N/A	N/A	N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	N/A	N/A	N/A	N/A
Overall Rating	N/A				N/A

V. Teachers

Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	11	9	9	126
Without Full Credential	6	4	3	36
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	0

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	41.7	58.3
All Schools in District	54.7	45.3
High-Poverty Schools in District		
Low-Poverty Schools in District	41.7	58.3

VI. Support Staff

Academic Counselors and Other Support Staff (2008-09)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		N/A
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.5	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (2009-10)

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	<ul style="list-style-type: none"> • AGS Exploring Literature (grades 8 thru 12) • AGS English for the World of Work (grades 6-12) • AGS World Literature (grades 8-12) • AGS Basic English Composition • McGraw-Hill Reasoning and Writing – Level D (grades 4-12) • McGraw-Hill Reasoning and Writing – Level E (grades 5-12) • McGraw-Hill Corrective Reading Decoding- Level A • McGraw-Hill Corrective Reading Decoding- Level B1 • McGraw-Hill Corrective Reading Decoding- Level B2 • McGraw-Hill Corrective Reading Decoding- Level C • McGraw-Hill Corrective Reading Comprehension - Level A • McGraw-Hill Corrective Reading Comprehension- Level B1 • McGraw-Hill Corrective Reading Comprehension - Level B2 • McGraw-Hill Corrective Reading Comprehension - Level C • Glencoe Literature: Course 4 (grade 9) • Glencoe American Literature (grade 11) • Holt Literature and Language Arts 9 (grade 7) • Globe Fearon World Tapestries: An Anthology of Global Literature (grades 3-6) • Houghton Mifflin Reading/Language Arts series (Grades K-6) • Integrated Thematic Curriculum 	0
Mathematics	<ul style="list-style-type: none"> • Glencoe – Algebra Readiness (grades 6-8) • Holt - Algebra I (grades 8-12) 	0
Science	<ul style="list-style-type: none"> • AGS Physical Science (grades 6-12) • AGS Biology (grades 6-12) • Biology: The Dynamics Of Life (grades 9-12) • Glencoe Physical Science with Earth Science (grades 9-12) • Glencoe Life Science (grades 9-12) • Fearon Biology (grades 3-6) • Houghton Mifflin Discovery Works (grade 6) 	0

	<ul style="list-style-type: none"> • Integrated Thematic Curriculum 	
History-Social Science	<ul style="list-style-type: none"> • AGS World Geography (grades 6-12) • AGS World History (grades 6-12) • AGS United States History (grades 6-12) • AGS United States Government (grades 6-12) • Glencoe The American Journey (Grades 6 – 9) • Glencoe World History; Modern Times (Grades 9-12) • D.C. Heath World History: Perspectives on the Past (grades 9-12) • Fearon World Geography and Cultures (grades 6-12) • Houghton Mifflin School & Family (grade 1) • Integrated Thematic Curriculum 	0
Foreign Language	<ul style="list-style-type: none"> • Integrated Thematic Curriculum 	0
Health	<ul style="list-style-type: none"> • Integrated Thematic Curriculum 	0
Visual and Performing Arts	<ul style="list-style-type: none"> • Integrated Thematic Curriculum 	0
Science Laboratory Equipment (grades 9-12)	<p>Science Equipment:</p> <ul style="list-style-type: none"> • Mortar and pestles • Dropper bottles • Glass trays • Funnels • Medium and large beakers • Small, medium and large graduated cylinders • Glass lenses • Small, medium and large test tubes • Glass droppers • Small and large glass • Small and large glass tubing • Mixing bowls • Cone beakers • Prepared slides sets • Safety Goggles • Slide covers • Dissection kits • Plastic trays • Dissection trays • Spring scales • Microscopes • Gooseneck lamps • Magnifying glass <p>Science kits:</p> <ul style="list-style-type: none"> • Small and large gems • DSM • Cabbages and chemistry • Cell unit 1 and 2 • Foss • Rocks and minerals <p>Chemicals:</p> <ul style="list-style-type: none"> • Glycerin • Crystal violet • Methylene blue • Iodine • Starch • Ethanol • Peroxide • Petroleum • Potassium permanganate • Baking soda boxes 	0

Explanation of Integrated Thematic Curriculum:

The Peterson Juvenile Hall Program uses an integrated, thematic curriculum, with subjects taught around a yearly theme delivered in four, two-month units. The integrated thematic curriculum is written each summer by a group of teachers. It is developed to address our Expected School wide Learning Results (ESLRs), to work toward the State of California, Department of Education Content Standards, and to address the philosophy of the program.

Subjects such as language arts and history are combined in an effort to make learning more relevant and to help students process and retain information more efficiently. Lessons, assignments, and projects are centered on themes that bring continuity to the learning experience.

What is taught at each school varies by student age, ability levels, the focus of the site, and by the creativity and special skills of the teachers at the specific sites.

Students have opportunities to individualize their instruction. Expectations are modified based on the abilities of each student. Teachers, parents, and students may conference with one another to determine what content areas they will emphasize in the work they do based upon the credits they need. However, final determination of credits awarded in a specific content area rests with the teacher and is based on evidence of student progress.

Teachers are supplied with a copy of the thematic units. Each unit contains at least four weeks of lesson plans, suggested materials, and project and field trip ideas. Other resources for curriculum are:

Books, textbooks, novels, videos, and science and technology equipment to be checked out through our library/inventory system.

Throughout the program, high school credits are earned in many subject areas via direct instruction in math, reading, and writing, and physical education, but many subjects are taught in an integrated approach, with emphasis on one subject over a grading period. Over a period of a few years, students are able to earn credits in a variety of subjects.

The 2009-2010 theme is "The Science of You." Units are as follows:

Unit 1: The Brain

Unit 2: Physiology, Nutrition and the Politics of Food

Unit 3: Reproduction and Development

Unit 4: Genetics

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (2007-08)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	\$60,442
District	N/A	N/A	N/A	\$60,442
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,512	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Types of Services Funded (2008-09)

N/A for County Office of Education

Teacher and Administrative Salaries (2007-08)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,983	\$40,115
Mid-Range Teacher Salary	\$60,442	\$59,520
Highest Teacher Salary	\$79,661	\$78,925
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	\$113,338	N/A
Superintendent Salary	\$186,758	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

IX. Student Performance

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	3%	1%	5%	14%	19%	20%	43%	46%	50%
Mathematics	5%	8%	5%	6%	14%	14%	40%	43%	46%
Science	0%	0%	0%	4%	11%	15%	38%	46%	50%
History-Social Science	0%	0%	2%	4%	8%	10%	33%	36%	41%

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 by Student Group (2008-09)

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	0%	0%	0%	0%
American Indian or Alaska Native	*			*
Asian	*	*		*
Filipino	*	*		*
Hispanic or Latino	8%	6%	0%	0%
Pacific Islander	*	*		*
White (not Hispanic)	5%	0%	*	*
Male	5%	5%	0%	2%
Female	0%	*	*	*
Economically Disadvantaged	11%	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*		*	*
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 Students – Three-Year Comparison

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts		*	*		8.7%	20.8%		52.9%	52.0%
Mathematics		*	*		8.3%	10.4%		51.3%	53.3%

Note: Scores are not shown when the number of students tested is 10 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 by Performance Level for Student Groups – Most Recent Year

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 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 Physical Fitness Test Results (2008-09)

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0	0.0	0.0
7	0.0	0.0	0.0
9	*	*	*

X. Accountability

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2006	2007	2008
Statewide	B	*	*
Similar Schools	B	*	*

B means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

*

means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	N/A	N/A	B	B
African American	N/A	N/A		
American Indian or Alaska Native	N/A	N/A		
Asian	N/A	N/A		
Filipino	N/A	N/A		
Hispanic or Latino	N/A	N/A		
Pacific Islander	N/A	N/A		
White (not Hispanic)	N/A	N/A		
Socioeconomically Disadvantaged	N/A	N/A		
English Learners	N/A	N/A		
Students with Disabilities	N/A	N/A		

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	No	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Yes means met 2009 AYP Criteria

No means did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2005-2006
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	20.0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (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 [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	N/A	N/A	35.5%	2.5%	66.3%	37.6%	3.5%	4.4%	3.9%
Graduation Rate	N/A	N/A	N/A	91.4%	73.0%	73.9%	83.4%	80.6%	80.2%

Completion of High School Graduation Requirements

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

Group	Graduating Class of 2009		
	School	District	State
All Students	0	71	N/A
African American	0	14	N/A
American Indian or Alaska Native	0	0	N/A
Asian	0	6	N/A
Filipino	0	3	N/A
Hispanic or Latino	0	30	N/A
Pacific Islander	0	1	N/A
White (not Hispanic)	0	17	N/A
Socioeconomically Disadvantaged	0	71	N/A
English Learners	0	6	N/A
Students with Disabilities	0	5	N/A

Career Technical Education Programs (2008-09)

N/A

Career Technical Education Participation (2008-09)

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's 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 (2007-08)

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

Advanced Placement Courses (2008-09)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	N/A

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.

A comprehensive professional development plan is in place, which includes the following elements:

- Targeted standards in specific subject areas
- Standards maps in specific subject areas, outlining scope and sequence of what should be taught during each grading period
- Three Wednesday afternoon meetings per month, providing effective instructional strategies
- Annual professional development trainings in mathematics, language arts, science and social science, aligning instruction with content standards and new instructional strategies to teach the standards
- Subject area consultants are brought in several times per year to train and coach teachers
- Effective research-based practices targeting various populations (e.g., EL, males, various ethnic groups), which includes:
 - o AB 75 training
 - o SB472 training
 - o Great Valley Writing Project
 - o West Ed's Strategic Literacy Initiative
 - o Writing trainings by Scott Evans, Professor, University of the Pacific
 - o Math coaching/textbook adoption and implementation provided by Debbie Williams
 - o Differentiated instruction training to address the needs of all students (EL populations, males, various ethnic groups)
 - o EL curriculum training through Multilingual Education Department
 - o Technology Training
 - o Character Based Literacy Training
 - o Economics/Government
 - o Physical Science
 - o Nutrition
 - o Algebra
 - o Geometry
 - o Life Science
 - o Why Try
- Research-based professional development opportunities in science, social science and other subject areas
- International Center for Leadership in Education consultation (Rigor, Relevance and Relationships)
- Northwestern Evaluation Association/Measures of Academic Progress
- Advanced Academics training

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30%	18%	5%
Reading 2007, Grade 8	251	261	41%	20%	2%
Mathematics 2009, Grade 4	232	239	41%	25%	5%
Mathematics 2009, Grade 8	270	282	36%	18%	5%

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

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74%	93%	65%	80%
Reading 2007, Grade 8	78%	92%	66%	77%
Mathematics 2009, Grade 4	79%	96%	84%	94%
Mathematics 2009, Grade 8	85%	96%	78%	92%