

# Executive Summary School Accountability Report Card, 2009–10

## *For Shadow Hills Elementary School*

**Address: 8770 Harbison Canyon Road, Alpine, CA 91901**  
**Principal: Keith Malcom**

**Phone: 619-445-2977**  
**Grade Span: 1-5**

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**

Shadow Hills Elementary school is located approximately 25 miles east of San Diego and has an enrollment of 258, grades one through five, and kindergarten special day class students. The school serves both general education students and a full range of special education students. There is a very active PTA and numerous parents volunteer in the classroom. Our current focus, developed by a leadership team of teachers and the principal, is to teach our students to solve problems through critical thinking. We have selected math as the content area in which to focus these efforts initially. During staff meetings, the principal shares strategies from research, teachers share selected strategies that have been successful and requests for support from peers.

### **Student Enrollment**

<b>Group</b>	<b>Enrollment</b>
Number of students	258
Black or African American	0%
American Indian or Alaska Native	3%
Asian	3%
Filipino	1%
Hispanic or Latino	16%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	71%
Two or More Races	0%
Socioeconomically Disadvantaged	30%
English Learners	4%
Students with Disabilities	17%

### **Student Performance**

<b>Subject</b>	<b>Students Proficient and Above on STAR<sup>1</sup> Program Results</b>
English-Language Arts	64%
Mathematics	73%
Science	92%
History-Social Science	NA

### **Teachers**

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	16
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

### **Academic Progress<sup>2</sup>**

<b>Indicator</b>	<b>Result</b>
2010 Growth API Score (from 2010 Growth API Report)	857
Statewide Rank (from 2009 Base API Report)	9
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 13 of 13
2010–11 Program Improvement Status (PI Year)	NA

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

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

## School Facilities

### Summary of Most Recent Site Inspection

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The school meets facility standards

### Repairs Needed

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None

### Corrective Actions Taken or Planned

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None

## 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	NA
Health	0%
Visual and Performing Arts	NA
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,742
District	\$5,293
State	\$

## School Completion

Indicator	Result
Graduation Rate (if applicable)	NA

## Postsecondary Preparation

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

# 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	
<b>School Name</b>	Shadow Hills Elementary School	<b>District Name</b>	Alpine Union School District
<b>Street</b>	8770 Harbison Canyon Rd	<b>Phone Number</b>	619-445-3236
<b>City, State, Zip</b>	Alpine, CA 91901	<b>Web Site</b>	<a href="http://alpineschooldistrict.net/shadowhills">http://alpineschooldistrict.net/shadowhills</a>
<b>Phone Number</b>	619-445-2977	<b>Superintendent</b>	Tom Pellegrino
<b>Principal</b>	Keith Malcom	<b>E-mail Address</b>	<a href="mailto:tpellegrino@alpineschools.net">tpellegrino@alpineschools.net</a>
<b>E-mail Address</b>	<a href="mailto:kmalcom@alpineschools.net">kmalcom@alpineschools.net</a>	<b>CDS Code</b>	37-67967-6106256

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

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

The strategic plan for the Alpine Union School District promotes the goal of guiding children to become responsible, productive citizens who are lifelong learners. In 2009-2010 our school continued to the focus on the goal established the previous year, which is that Shadow Hills students will solve problems through critical thinking with a focus on math. Our strategies to meet this goal involved staff members sharing successful strategies at staff meeting. For the first year, Shadow Hills qualified for Title I funding. Our previous year's Tier II Response to Intervention model for math support was folding into the new Title I program. The teaching staff and the School Site Council implemented the Title I was that included targeting instruction in reading through our ExCEL reading program, and for Math through small group targeting instruction.

### Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Shadow Hills has a history of a very active PTA and we encourage all parents to be involved in the numerous programs and activities the PTA sponsors. Additionally, many parents volunteer in the primary classrooms and provide vital support for the teachers. The school conducts regular spirit assemblies for positive reinforcement and parents are encouraged to attend these events. The Kiwanis Club of Alpine provides bicycles for the Spirit Assembly raffle, while the Lions Club of Alpine and the Alpine Fire Department both sponsor poster contests. Each Spring, a number of parents are involved in the Art Docent program which provides art instruction for all students. Finally, parent members of the School Site Council participate in creating the Single Plan for Student Achievement.

### 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	0	Grade 8	NA
Grade 1	54	Ungraded Elementary	NA
Grade 2	51	Grade 9	NA
Grade 3	47	Grade 10	NA
Grade 4	53	Grade 11	NA
Grade 5	53	Grade 12	NA
Grade 6	NA	Ungraded Secondary	NA
Grade 7	NA	Total Enrollment	NA

### 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	0	White	71
American Indian or Alaska Native	3	Two or More Races	0
Asian	3	Socioeconomically Disadvantaged	30
Filipino	1	English Learners	4
17	16	Students with Disabilities	17
Native Hawaiian/Pacific Islander	0		

### 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	20.0	2			20.0	2			20.0	2		
2	20.0	1			20.0	1			20.0	2		
3	19.5	2			20.0	2			20.0	2		
4	28.5		2						30.0			1
5	27.0		1		28.0		1		30.0			1
6												
K-3	15.3	3			17.0	2			30.0	1		
3-4					20.0	1						
4-8	29.0		1		18.0	1	1		30.0			1
Other	6.5	2			13.3	2	1					

### Average Class Size and Class Size Distribution (Secondary)

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. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms			
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32
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.

Shadow Hills Elementary School maintains a school safety plan that outlines procedures for various emergencies. Each month the staff conducts a fire drill, or duck and cover drill, or lockdown drill. Each fall the district transportation department conducts a school evacuation drill.

#### 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	10.3	2.0	5	6.4	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.1	0.04

### 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.

**The facility meets all standards and is in good condition.**

#### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
<b>Interior:</b> Interior Surfaces	n/a	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	n/a	X			
<b>Electrical:</b> Electrical	n/a	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	n/a	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	n/a	X			
<b>Structural:</b> Structural Damage, Roofs	n/a	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	X			
<b>Overall Rating</b>		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	17	16	15	110.5
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence	0	0	0	0

### 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	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

## 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	0	N/A
Counselor (Social/Behavioral or Career Development)	0.1	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0.47	n/a
Psychologist	0.2	n/a
Social Worker	0	n/a
Nurse	0.2	n/a
Speech/Language/Hearing Specialist	1.0	n/a
Resource Specialist (non-teaching)	1.0	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	The standards aligned textbooks we are using have been adopted by the state of California.	0	Houghton-Mifflin and Hampton-Brown
Mathematics	The standards aligned textbooks we are using have been adopted by the state of California.	0	Houghton-Mifflin
Science	The standards aligned textbooks we are using have been adopted by the state of California.	0	Houghton-Mifflin
History-Social Science	The standards aligned textbooks we are using have been adopted by the state of California.	0	Scott Foresman
Foreign Language	NA	NA	NA
Health	NA	NA	NA
Visual and Performing Arts	NA	NA	NA
Science Laboratory Equipment (grades 9-12)	NA	NA	NA

## 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	\$6,716	\$1,974	\$4,742	\$60,939
District	N/A	N/A	\$5,293	\$67,013
Percent Difference – School Site and District	N/A	N/A	-10.4%	-9.1%
State	N/A	N/A		\$66,351
Percent Difference – School Site and State	N/A	N/A		-8.2%

### 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.

Two part time teachers are hired through categorical funds to support the ExCEL reading program. In addition to this reading program we have a part-time librarian who maintains the library and assists teachers with library and computer lab classes. Shadow Hills has three Special Day classes that draw students from the entire district, along with services provided for mainstreamed students with IEP's. We also have a fulltime Speech and Language Therapist and share with other schools an Occupational Therapist, an Adaptive P.E. Teacher and School Psychologist assigned to our school to address needs of our students.

## 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	\$38,835	STATE INFORMATION NOT AVAILABLE AT THIS TIME
Mid-Range Teacher Salary	\$59,718	
Highest Teacher Salary	\$86,060	
Average Principal Salary (Elementary)	\$103,961	
Average Principal Salary (Middle)	\$109,394	
Average Principal Salary (High)	N/A	
Superintendent Salary	\$145,289	
Percent of Budget for Teacher Salaries	51.3%	
Percent of Budget for Administrative Salaries	5.8%	

## 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).



## California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if 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	NA	NA	NA	NA	NA	NA
All Students at the School	NA	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA	NA
Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA	NA

## 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	36	46
7	NA	NA	NA
9	NA	NA	NA

## 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	9	8	9
Similar Schools	5	5	7

### 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	-6	27	-13
Black or African American	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA
Asian	NA	NA	NA
Filipino	NA	NA	NA
Hispanic or Latino	NA	NA	NA
Native Hawaiian/Pacific Islander	NA	NA	NA
White	-3	26	-12
Two or More Races	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA
English Learners	NA	NA	NA
Students with Disabilities	NA	NA	NA

### 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	857	858	800
Black or African American	-	-	-
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Filipino	-	-	-
Hispanic or Latino	-	-	-
Native Hawaiian/Pacific Islander	-	-	-
White	874	878	868
Two or More Races	-	-	-
Socioeconomically Disadvantaged	800	783	747
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/>.



## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2008–09 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	NA	NA	NA
Black or African American	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA
Asian	NA	NA	NA
Filipino	NA	NA	NA
Hispanic or Latino	NA	NA	NA
Native Hawaiian/Pacific Islander	NA	NA	NA
White	NA	NA	NA
Two or More Races	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA
English Learners	NA	NA	NA
Students with Disabilities	NA	NA	NA

## 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. **NA**

## 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	NA
Percent of pupils completing a CTE program and earning a high school diploma	NA
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

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

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	NA
Graduates Who Completed All Courses Required for UC/CSU Admission	NA

## 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	NA	n/a
English	NA	n/a
Fine and Performing Arts	NA	n/a
Foreign Language	NA	n/a
Mathematics	NA	n/a
Science	NA	n/a
Social Science	NA	n/a
All courses	NA	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.

Title I funds are provided for selected staff development workshops. The district holds five district-wide staff meeting each year that provide an opportunity for peers to learn from each other.