

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



## Community Day



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 at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Community Day	<b>District Name</b>	Claremont Unified
<b>Street</b>	125 West San Jose Ave.	<b>Phone Number</b>	(909) 398 - 0609
<b>City, State, Zip</b>	Claremont, CA 91711-	<b>Web Site</b>	<a href="http://www.cusd.claremont.edu">www.cusd.claremont.edu</a>
<b>Phone Number</b>		<b>Superintendent</b>	David Cash
<b>Principal</b>	Steven D. Boyd	<b>E-mail Address</b>	<a href="mailto:dcash@chs.cusd.claremont.edu">dcash@chs.cusd.claremont.edu</a>
<b>E-mail Address</b>	<a href="mailto:sboyd@chs.cusd.claremont.edu">sboyd@chs.cusd.claremont.edu</a>		

### School Description and Mission Statement

This section provides information about the school's goals and programs.

#### Introduction

Alternative Education plays a central role in the economic development potential of our community. Together, we must aggressively respond to significant changes in public education throughout the 21st century. Meeting the needs of all children extends beyond state and federal mandates; it should be a common belief and commitment shared throughout the Claremont community.

The challenges in Alternative Education are significant. Due to funding shortfalls, space limitations, changing demographics, and the increasing demands of higher education and the workplace, our children, now more than ever, are relying on us to help them acquire the skills and resources necessary for success in a high-tech, global economy. The stakes are high, excuses are unacceptable, and failure is not an option. Our children deserve our very best effort.

This strategic plan reflects our passion for excellence and our commitment to being a partner in the economic and cultural advancement of our community. On behalf of our current and future students, faculty and staff, we thank everyone for your continued support to make a significant difference in the lives of our children.

#### The Mission

It's all about the children.

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Education is not a service that can be delivered to students; it is created in individuals as they engage with academic content, learn to do important things in the world, and make meaning of their own lives. Education is best and most effectively supported by strong, mutually accountable relationships between teachers, families and the students. All school activities should work to support these relationships and the focus on the student's success.

## Our Core Beliefs

We, the students, staff, parents, and community are a family of learners and leaders, who work together to create an environment where all people participate in:

- a safe and respectful environment that facilitates learning opportunities, and
- a relevant curriculum based upon high expectations and standards.

## Our Vision

### Build the Future Vision

Alternative Education will be recognized as the jewel of Claremont Unified School District by:

- exhibiting exemplary student performance
- providing exceptional opportunities for students
- forging community partnerships
- providing cutting-edge technology
- mobilizing external resources
- adapting to a dynamic educational climate

Claremont Unified School District Board of Education Goals and our non-negotiable goals

### Goal #1 - Quality teaching and learning for the whole child

Non-negotiable:

Every child can and will learn and demonstrate progress in at least one academic area that is measurable and reported to the community.

### Goal #2 - Quality facilities that meet educational and community needs

Non-negotiable:

All schools and facilities will be safe, clean, and conducive to learning.

### Goal #3 - Curriculum and services that support students coming to school ready to learn and which promote healthy choices and lifestyles

Non negotiable:

All CUSD staff will value the academic, physical, social, and emotional needs of every student when making decisions.

### Goal #4 - Communicate with and engage our community

Non-negotiable:

Every school and department will develop communication strategies and partnerships with the community.

Claremont Community Day School is an alternative education program designed for students currently enrolled in the seventh through twelfth grades. The core program of Mathematics, English, Science, Social Science, and Physical Education is delivered in a nurturing and tutorial setting where students can work at their own pace with increased staff interaction. Committed teachers and instructional assistants provide a positive opportunity for students to complete coursework and improve study skills.

Claremont Community Day School is a student-centered program designed to promote resiliency skills including study habits, time management, coping skills, self-esteem, and positive reinforcement for academic improvement.

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## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Sandy Garcia

**Contact Person Phone Number:** (909) 398-0316

Claremont Community Day School continually encourages contribution from parents and community. A number of parents also participate throughout the school year in support of other school-wide activities such as attendance at Back to School Night in the Fall, Open House in the Spring, and various student body activities throughout the school year.

Parents are asked to be a part of a Student Success Team (SST) meeting composed of the student's teachers, the student, parents, and other necessary district personnel. In these meetings the student's strengths, staff concerns, and parent's input is considered, and a plan for the student is developed. The resulting plan usually is formatted to include long term goals and program modification. These meetings are generally positive in approach, and plans usually involve student input and consent.

Over the past five years community groups and individuals have provided input and assistance to Claremont Community Day School. The Chamber of Commerce Best Bet has funded several school purchases and projects. The City of Claremont has provided trees, involving students in planning and planting. In collaboration with the Claremont Colleges, students from these schools come to Claremont Community Day School and tutor students in various subjects.

Claremont Police Department personnel visit classrooms on a regular basis talking with students on a variety of topics of student interest in a question and answer format. This improves relations between a student and the police thus educating students as to the constructive interface of law enforcement in their lives and their community.

## Student Enrollment by Grade Level

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
Grade 8	7	Grade 10	4
Grade 9	19	Total Enrollment	30

## Student Enrollment by Group

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
African-American	27.00%	Multiple or No Response	6.67%
Asian	3.33%	Economically Disadvantaged	78.00%
Filipino	3.00%	English Learners	4.00%
Hispanic or Latino	50.00%	Students With Disabilities	13.00%
White (Not Hispanic)	10.00%		

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## Average Class Size and Class Size Distribution

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).

**No Data Available**

## II. School Climate

### School Safety Plan

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

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Students and staff participate in regularly scheduled fire and disaster training drills. The district provides each site with an Emergency Preparedness Plan and Operations Manual. In turn, each site has developed a specific Emergency Plan that is compliance with California Government Code 8607, California Standardized Emergency Management System (SEMS), and California Education Code, Section 35295. The plans were developed in cooperation with state, county, and city officials and include specific courses of action to be taken in case of an emergency. All of the schools meet Field Act requirements. Each school has developed a safety plan. This can be found at each school office as part of their Comprehensive School Improvement Plan.

San Antonio High School is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. **School Crime Assessment:** San Antonio High School provides compiled school crime information each month for the Uniform Management Information Reporting System (UMIRS) as mandated by the State of California. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.
2. **Child Abuse Reporting:** Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.
3. **Disaster Procedures:** In order to ensure the safety of students and school personnel, the School Safety Committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a semester and evaluated for effectiveness.
4. **School Discipline:** San Antonio High School has created a schoolwide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies or classroom presentations. Staff members consistently enforce the schoolwide standards.
5. **Procedures to Notify Teachers of Dangerous Pupils:** If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.
6. **Sexual Harassment Policy:** San Antonio High School strictly adheres to district policies which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year, and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.
7. **Safe and Orderly Environment:** San Antonio High School believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

## 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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspensions</b>	1.38%	2.11%	3.27%	0.20%	0.16%	0.14%
<b>Expulsions</b>	0.02%	0.21%	0.07%	0.00%	0.00%	0.00%

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## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Claremont Community Day School moved to a new location 1 classrooms plus library and office. The district maintenance staff and site custodians maintain the campus and buildings.

The district maintenance staff and site custodians maintain the campus and buildings. To maintain a safe and healthy environment all custodians and maintenance staff receive training in general maintenance procedures, handling hazardous materials, safety procedures, playground equipment safety checks, and work safety issues.

To adequately maintain the schools, the district has developed a five year deferred maintenance plan for repairing and maintaining all sites. The plan includes major repairs such as roof replacement, carpet replacement and asphalt replacement. All sites are on a rotation plan for repainting.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	X			

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## IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	7	2	1	307
Without Full Credential	0	0	1	15
Teachers Teaching Outside Subject Area	0	0	1	--

### 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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	50.0%	50.0%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	97.0%	3.0%

## V. Support Staff

### Academic Counselors and Other Support Staff

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.

**No Data Available**

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## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, 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 Instructional Materials
Reading/Language Arts	Adopted and purchased 2004 Standards Aligned	0
Mathematics	Adopted and purchased 2004 Standards Aligned	0
Science	New adoption in 2007 Standards Aligned	0
History-Social Science	New adoption and purchased 2006 Standards Aligned	0
Foreign Language		N/A
Health	Adopted and purchased 2004 Standards Aligned	0
Science Laboratory Equipment (grades 9-12)		

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,507.00	\$228.00	\$5,278.00	\$65,421.00
District	--	--	--	\$61,323.00
Percent Difference - School Site and District	--	--	--	-7%
State	--	--	\$4,943.00	\$58,776.00
Percent Difference - School Site and State	--	--	-7%	-11%

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## Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Claremont Unified School District currently spends approximately 71% of its general operating budget directly in the classroom. This includes funds expended for teachers, instructional assistants, books, materials, supplies and equipment.

Another 20% of the operating budget is made up of direct support to the classroom including expenditures for principals, site staff, student support staff, curriculum support, maintenance of school buildings, and grounds maintenance.

The remainder of the operating budget is expended for the Board of Education, the Superintendent, and District and Central Support Departments.

## Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,359.00	\$38,479.00
Mid-Range Teacher Salary	\$59,561.00	\$60,306.00
Highest Teacher Salary	\$81,434.00	\$74,193.00
Average Principal Salary (Elementary)	\$98,333.00	\$92,985.00
Average Principal Salary (Middle)	\$103,690.00	\$98,305.00
Average Principal Salary (High)	\$112,986.00	\$107,384.00
Superintendent Salary	\$152,970.00	\$155,314.00
Percent of Budget for Teacher Salaries	41.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. 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.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	15%	8%	6%	57%	59%	60%	40%	42%	43%
Mathematics	0%	0%	0%	52%	54%	52%	38%	40%	40%
Science	3%	0%	--	44%	51%	56%	27%	35%	38%
History-Social Science	2%	0%	--	49%	47%	52%	32%	33%	33%

### CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African-American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	0%	0%	--	--
White (Not Hispanic)	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Economically Disadvantaged	7%	0%	--	--
English Learners	--	--	--	--
Students With Disabilities	--	--	--	--

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## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. 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.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	--	--	--	61%	63%	66%	41%	42%	42%
Mathematics	--	--	--	68%	66%	73%	52%	53%	53%

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
Students With Disabilities	--	--

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## California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

### CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	14	76	51	50	73	49	10	69	49
Mathematics	0	59	47	50	69	50	0	63	45

### CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	50	0	50	50	50	0
Male	100	0	0	100	0	0
Female	0	0	100	0	100	0
African American	100	0	0	100	0	0
American Indian or Alaska Native	*	*	*	*	*	*
Hispanic or Latino	0	0	100	0	0	0
Pacific Islander	*	*	*	*	*	*
Socioeconomically Disadvantaged	0	0	100	0	100	0
Students Receiving Migrant Education services	*	*	*	*	*	*

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six 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 at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. 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.

**No Data Available**

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## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2004	2005	2006
Statewide	B	B	B
Similar Schools	B	B	B

### API Changes 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, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	-30	11	-16	464

### Adequate Yearly Progress

The federal NCLB 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 English-language arts (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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

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## Federal Intervention Program

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 (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
<b>Program Improvement Status</b>	Not In PI

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Dropout Rate (1-year)</b>	8.1%	20.0%	20.6%	1.0%	2.0%	2.0%	3.0%	3.0%	4.0%
<b>Graduation Rate</b>	95.4%	94.6%	94.3%	95.0%	95.0%	94.0%	85.0%	85.0%	83.0%

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007	
	School	District
<b>All Students</b>	0	0
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Pacific Islander</b>	0	0
<b>White (not Hispanic)</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>English Learners</b>	0	0
<b>Students with Disabilities</b>	0	0

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## Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	0.0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

## Courses for University of California and/or California State University Admission

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

**No Data Available**

## Advanced Placement Courses

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

**No Data Available**

## Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

The District continues to provide professional development activities to all staff members based on the needs as identified by the district site administrators and teachers. Teachers are actively engaged in ongoing professional development through regular staff meetings and three voluntary Professional Development Days. In 1999-2000, the district began a Beginning Teacher Support and Assessment program and a Preintern program to provide assistance to the recently credentialed teacher.

## Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 Days	180 Days
10	180 Days	180 Days
11	180 Days	180 Days
12	180 Days	180 Days