

# School Accountability Report Card Reported for School Year 2009-10

*Published During 2010-11*

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 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. 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 (School Year 2010-11)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	Marin County Juvenile Court	<b>District Name</b>	Marin County Office of Education
<b>Street</b>	16 Jeannette Prandi Way	<b>Phone Number</b>	415-472-4110
<b>City, State, Zip</b>	San Rafael, CA 94903	<b>Web Site</b>	<a href="http://www.marinschools.org">www.marinschools.org</a>
<b>Phone Number</b>	415-491-0581	<b>Superintendent</b>	Mary Jane Burke
<b>Principal</b>	Lisa Schwartz	<b>E-mail Address</b>	<a href="mailto:mjburke@marin.k12.ca.us">mjburke@marin.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:lisas@marin.k12.ca.us">lisas@marin.k12.ca.us</a>	<b>CDS Code</b>	21-10215-0113183

### **School Description and Mission Statement (School Year 2008-09)**

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

The Marin County Juvenile Court School program of the Marin County Office of Education serves students who have been referred due to involvement with the juvenile justice system. Students are placed in Juvenile Hall following arrest, as a result of probation violation or pending court placement decisions. The average length of stay is 11.7 days. The goal of the program is to serve students in custody and to prepare them to successfully return to district schools by helping them to re-establish appropriate school behavior. Students may also meet high school graduation requirements or complete a General Education Development certificate within our program to successfully transition to the world of work or higher education.

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

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

The Marin County Office of Education's Alternative Education Programs are committed to serving the high-risk adolescent population of Marin County. Parent education is available through the Children's System of Care. Services are available in Spanish and English. Family counseling services are available to parents and their student through Marin County Juvenile Probation. Parents are encouraged to participate in the Alternative Education Advisory Council which meets quarterly.

## 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	12
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	62
Grade 3	0	Grade 10	60
Grade 4	0	Grade 11	59
Grade 5	0	Grade 12	38
Grade 6	2	Ungraded Secondary	0
Grade 7	8	Total Enrollment	241

## 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
African American	27.0 %	White (not Hispanic)	30.0 %
American Indian or Alaska Native	1.0%	Multiple or No Response	<1.0 %
Asian	1.0%	Socioeconomically Disadvantaged	100.0 %
Filipino	<1.0%	English Learners	15.0 %
Hispanic or Latino	40.0 %	Students with Disabilities	22.5 %
Pacific Islander	<1.0%		

## 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	33+
English	26.0	--	1	--	28.0		1		20.0		1	
Mathematics	26.0	--	1	--	28.0		1		20.0		1	
Science	26.0	--	1	--	28.0		1		20.0		1	
Social Science	26.0	--	1	--	28.0		1		20.0		1	

## III. School Climate

### School Safety Plan (School Year 2009-10)

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

Date of Last Review/Update	August, 2010	Date Last Reviewed with Staff	August, 2010
<p>Providing a safe environment that meets state standards for school programs is a high priority for each of the Marin County Office of Education programs. Programs meet state requirements for total acreage and square footage per pupil. The Marin County Office of Education has a Comprehensive School Safety Plan that provides for an assessment of the current status of school crime. The Plan also covers the following areas with strategies and programs: a) child abuse reporting procedures; b) disaster procedures; c) policies regarding actions leading to suspension and/or expulsion; d) notification to teachers of dangerous pupils; e) sexual harassment policy; f) school-wide dress code; g) procedures for safe ingress and egress of pupils; and, h) rules and procedures on school discipline</p>			

### 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		
	2006-07	2007-08	2008-09	2007-08	2008-09	2009-10
Suspensions	0	0	0	75.3	71.2	41.0
Expulsions	0	0	0	0.0	0.0	0.0

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2009-10)

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.

Marin County Office of Education takes great effort to ensure that all program sites are clean, safe and functional. Programs meet state requirements for total acreage and square footage per pupil. All classrooms are inspected regularly to ensure safety and the proper use of equipment.

Loma Alta/Juvenile Hall is located in a facility built in the 1960's, which was remodeled in the mid-1990's. The classroom has a movable wall so that the space can be divided into two smaller instructional areas. Visitors are not allowed in the facility during school time. At least one Juvenile Hall staff member is in the classroom with the teacher at all times. The facility is maintained by the County of Marin with a regular cleaning schedule and procedures for any necessary repairs.

For the 2009-10 school year, Marin County Office of Education budgeted \$2,006,853 for the deferred maintenance program. This represents .0357% of the district's general fund budget.

## 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.

Date Items Inspected: 11-2-10	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			N/A
<b>Interior:</b> Interior Surfaces		X			N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			N/A
<b>Electrical:</b> Electrical		X			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			N/A
<b>Safety:</b> Fire Safety, Hazardous Materials		X			N/A
<b>Structural:</b> Structural Damage, Roofs		X			N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			N/A
<b>Overall Rating</b>	Good				N/A

## 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
<b>With Full Credential</b>	1	1	1	48
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	n/a

### Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the 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 participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB 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 NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100%	0
<b>All Schools in District</b>	90.2%	9.7%
<b>High-Poverty Schools in District</b>		
<b>Low-Poverty Schools in District</b>		

## 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
<b>Academic Counselor</b>	0	
<b>Library Media Teacher (librarian)</b>	0	N/A
<b>Library Media Services Staff (paraprofessional)</b>		
<b>Psychologist</b>	0.05	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0.05	N/A
<b>Speech/Language/Hearing Specialist</b>	0	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	0	

Many community agencies provide direct services to Marin County Office of Education Alternative Education students such as counseling services and enrichment: Community Mental Health, Marin Arts Council, Huckleberry Youth Programs, Marin County Public Health Department, Bay Area Community Resources Smoking Cessation Clinics.

## VII. Curriculum and Instructional Materials

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

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/or Instructional Materials
<b>Reading/Language Arts</b>	World of Vocabulary, Pearson, 2007 Prentice Hall Literature Series, 2005 English Composition, Globe Fearon, 2005 Elements of Writing, Holt, 1998	0.0
<b>Mathematics</b>	Algebra II, McDougal Littell, 2007 Algebra I Concepts and Skills, McDougal Littell, 2005 Geometry and Concept Skills, McDougal Littell, 2005 Pre-Algebra, AGS, 2004 Consumer Mathematics, AGS, 2001	0.0
<b>Science</b>	Spectrum Science, Holt, 2005 Life Science, Globe Fearon, 2005 Physical Science, Globe Fearon, 2005 Earth Science, AGS, 2004	0.0
<b>History-Social Science</b>	American Nation, Prentice Hall, 2006 U.S. History, AGS, 2005 World History, Holt, 2003 American Government, Holt, 1999 Economics, Holt, 1999	0.0
<b>Foreign Language</b>	Son et Sens, Level 1, Scott Foresman, 1987 Churros y Chocolate Primera Parte, Scott Foresman Addison Wesley, 1986 Pueblos y Lugares en la Historia del Mundo, Delos Publications, 1991 Exploring Spanish and French, audio tapes, workbooks, EMC Corporation, 1989 Bienvenue, Glenco, 1994	0.0
<b>Health</b>	Health, Glencoe, 2005 Globe Health, Globe Fearon, 2004 Health, Holt, 2004	0.0
<b>Visual and Performing Arts</b>	n/a	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	n/a	0.0

Textbooks and instructional materials are selected by teachers based on a review of state-adopted textbooks and students' needs, and are aligned to state standards and frameworks. Grades 9-12 locally-adopted textbooks and other instructional materials allow students to access the core curriculum and are consistent with the content standards and cycles of the California curriculum frameworks. California State Instructional Materials funds are used to purchase instructional materials and textbooks for Marin County Office of Education Alternative Education programs. Program budgets, categorical funding and state textbook funds provide funding so that all students have the most appropriate materials to meet program goals. Each year staff evaluates the availability, sufficiency, and quality of instructional materials.

## VIII. School Finances

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

County offices of education are not required to report average teacher and administrative salaries for schools operated by the county office of education.

### Types of Services Funded (Fiscal Year 2009-10)

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

The funding for Juvenile Court comes from state apportionment through the California Department of Education. The 2009-10 state apportionment is calculated using the 2009-10 base revenue limit per average daily attendance (ADA). The combined state revenues received for Juvenile Court, in fiscal year 2009-10 were \$285,009.00 while the expenditures totaled \$179,914.00. Funds were used to provide staff salaries and benefits, instructional materials, professional development and other services for the implement of program goals. Juvenile Hall students received individualized and group instruction in the basic academic areas. Additional school services included English as a Second Language materials and special education services as needed. Eligible students studied for the General Education Development certificate.

## 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 CSTs 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 ten through eleven. The CAPA includes ELA, 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 includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. 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 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	*	0	*	34	35	12	46	50	NA
Mathematics	*	*	*	37	29	7	43	46	NA
Science	*	*	*	10	27	17	46	50	NA
History-Social Science	*	*	*	8	14	13	36	41	NA

*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 – 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	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	*	*	*	*
Male	*	*	*	*
Female	*	*	*	*
Economically Disadvantaged	*	*	*	*
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

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California High School Exit Examination Results for All 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	*	*	*	13.3	26.9	17	52.9	52.0	54
Mathematics	*	*	*	0.0	29.6	11	51.3	53.3	54

*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 Student Group – Most Recent Year

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	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
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, 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 (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
7	*	*	*
9	*	*	*

2009-2010 Physical Fitness testing results will not be available until after February 1, 2011.

## X. 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 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	2006	2007	2008
Statewide	--	--	--
Similar Schools	--	--	--

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

"B" means this is either an Local Education Agency 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.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" \* " 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

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			Growth API Score
	2007-08	2008-09	2009-2010	2010
All Students at the School	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	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

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 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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

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
<b>Overall</b>	Pending	No
<b>Participation Rate - English-Language Arts</b>	Yes	No
<b>Participation Rate - Mathematics</b>	Yes	No
<b>Percent Proficient - English-Language Arts</b>	Yes	Yes
<b>Percent Proficient - Mathematics</b>	Yes	Yes
<b>API</b>	N/A	Yes
<b>Graduation Rate</b>	Pending	Pending

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

*Due to the unique nature of the student population and widely diverse individual needs, academic performance is more accurately determined through alternative measures and participation as an ASAM school.*

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>		2008-2009
<b>Year in Program Improvement</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	1
<b>Percent of Schools Currently in Program Improvement</b>	N/A	25.0

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

## California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

## Dropout Rate and Graduation Rate

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

Indicator	School			District			State		
	2006-07	2007-08	2009-10	2006-07	2007-08	2009-10	2006-07	2007-08	2009-10
<b>Dropout Rate (1-year)</b>	0	0	27	7.8	13.8	15.3	4.4	3.9	tbd
<b>Graduation Rate</b>		100.0	92.4*	55.3	70.1	92.4*	80.6	80.2	80.2

\*Per California Department of Education, the Countywide Graduation Rate is applied.

## 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 2009-10 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 2010		
	School	District	State
<b>All Students</b>	*	.91	N/A
<b>African American</b>	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A
<b>Pacific Islander</b>	N/A	N/A	N/A
<b>White (not Hispanic)</b>	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A

## Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Students receive a variety of services aimed at preparing them for transition from school to work as appropriate to the detention setting. For example, guest speakers discuss career opportunities. Special Education students complete a transition questionnaire. Students may receive individual guidance from the School to Career liaison to increase opportunities for success in internships and employment once they are released from custody.

## 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	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of 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 (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	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

## Advanced Placement Courses (School Year 2009-10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

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

## XII. Instructional Planning and Scheduling

### Professional Development

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

In 2009-10 three non-student staff development day opportunities were provided to improve teacher competence in classroom management and student behavioral strategies. Three non-student staff development days are scheduled for the 2010-11 school year.