

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

## Executive Summary School Accountability Report Card, 2007-08

### Century Academy for Excellence School

Address: 2400 West 85th St. , Inglewood CA 90305 Phone: 323- 752-8834

Principal: Giselle Edman Grade Span: 6-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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

Century Academy for Excellence is a public, independent, charter middle school. The school is chartered through Lennox School District and is sponsored in part by Century Housing: A Nonprofit Corporation. As an alternative to public middle school options, Century Academy for Excellence seeks to provide a small student-centered environment, where students actively engage in their own learning. Beyond achieving the basic skills, it is our hope to inspire our students to become leaders who think critically and creatively in today's ever-changing world.

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### Student Enrollment

Group	Percent
African American	91.8%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	7.38%
Pacific Islander	0%
White (not Hispanic)	.82%
Multiple or No Response	0%
Socioeconomically Disadvantaged	84%
English Learners	0%
Students with Disabilities	5%
<b>Total Number of students</b>	<b>244</b>

### Teachers

Indicator	Teachers

Teachers with full credential	10
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

School site is systematically maintained. Professional janitorial cleaning occurs nightly and day staff continually monitor grounds and buildings to insure cleanliness and student and staff safety. Classroom space consists of a two story classroom building attached to a separate church facility, a stand alone 2 story modular building housing classrooms and administrative offices and an additional stand alone building containing classroom and teacher work area space, all facing a central courtyard area and flanked by a blacktop play area and basketball court. Century Academy has operated at this site for 2 ½ years. .

### Repairs Needed

Continued maintenance and monitoring will identify additional areas to be scheduled for repair and/or replacement.

### Corrective Actions Taken or Planned

Original rehab of existing classroom space included paint, flooring and lighting upgrade, as well as outdoor lighting, painting and asphalt. Subsequent work has been completed on outdoor stairways, lighting and fencing.

### Curriculum and Instructional Materials

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

### School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$11,147.52
District	\$11,147.52
State	\$5,300

### Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	29%
Mathematics	13%
Science	36%
History-Social Science	21%

### Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	646
Statewide Rank (from 2007 Base API Report)	3
2008-09 Program Improvement Status (PI Year)	In PI

### School Completion

Indicator	Result
Graduation Rate	N/A

### Postsecondary Preparation

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

## 2007-08 School Accountability Report Card Report (SARC)

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 [89oiuuuuujhgb](http://89oiuuuuujhgb) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### DataQuest

is an online data tool 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 2008-09)

This section provides the schools contact information.

School		District	
School Name	Century Academy for Excellence	District Name	Lennox Elementary
Street	2400 West 85th St.	Phone Number	310-695-4000
City, State, Zip	Inglewood , CA 90305	Web Site	www.lennox.k12.ca.us
Phone Number	323-752-8834	Superintendent	Bruce McDaniel
Principal	Giselle Edman	E-mail Address	bmcd@lennox.k12.ca.us
E-mail Address	gedman@centuryhousing.org	CDS Code	19-64709-0112250

#### School Description and Mission Statement (School Year 2007-08)

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

Century Academy provides the following:

- Small Learning Communities where students are known as individuals by all adults in the school.
- Increased learning time with 187 days of instruction

and ongoing opportunities for extended enrichment to meet individual student needs.

- Differentiated instruction and learning “scaffolds”

aimed at language development for English language learners

(Bruner 1980, 1996).

- A rigorous standards-based curriculum with
  - a critical thinking component that challenges students to test and apply their understanding of course concepts.
- Technology labs to develop student computer literacy.
- Exemplary leadership through a principal who is a capable instructional leader and a professional manager of resources.
- Highly qualified teachers with subject area expertise and
  - proven teaching strategies. Century Academy teachers work in small collaborative teams to ensure that student success is a shared responsibility.
- Parents as collaborators helping to prepare their children,
  - through their voice and their volunteerism, to be critical thinkers with aspirations of post-secondary education.
- Students with opportunities to become great citizens
  - who contribute to this world by their service to others.

### Opportunities for Parental Involvement (School Year 2007-08)

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

Parents choosing to send their children to the Century Academy for Excellence will assist the school by supporting their children's learning at school and at home. Parents as collaborators, through their voice and volunteerism will help to prepare their children to be lifelong learners and critical thinkers who aspire to post-secondary education. In this way, parents will support the goals of the school through a shared educational vision.

Parents have the opportunity to earn volunteer hours by spending time in the classroom, school parent meetings, extracurricular activities and other duties. The commitment for parental support includes helping with homework each night, assisting their child in contacting the teacher regarding problems or questions on assignments, providing a quiet place with light for their child to study at home, and being available to meet with the teachers. Parents may assist with the after school program, and they chaperone school dances. Other opportunities for parent involvement include parent education classes, and local field trips. To ensure parental input, parents will also participate in ongoing discussions and reflections. The school communicates with parents through weekly newsletters.

### Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0

Grade 4	0
Grade 5	0
Grade 6	101
Grade 7	108
Grade 8	35
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	244

### Student Enrollment by Group (School Year 2007-08)

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
African American	91.8 %
American Indian or Alaska Native	0 %
Asian	0 %
Filipino	0 %
Hispanic or Latino	7.38 %
Pacific Islander	0%
White (not Hispanic)	0.82 %
Multiple or No Response	0 %
Socioeconomically Disadvantaged	84 %
English Learners	0 %
Students with Disabilities	5 %

### 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	2005-06			2006-07			2007-08					
	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				23.9	2	6		24.4	3	15		
Mathematics				24.0	1	7		27.1		8	1	
Science				23.9	3	5		27.1		7	1	
Social Science				23.9	2	6		24.6	2	11		

## III. School Climate

## School Safety Plan (School Year 2007-08)

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

Century Academy's Safety plan includes provisions for earthquakes, inclement weather, fires and crisis situations. Staff and students participate in drills and review emergency procedures in assembly and advisory. All visitors are required to sign in and students must be signed out in order to be released from school or from the after school program.

### 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	N/A			5.6	3.1	6.1
Expulsions	N/A	0	0	0.2	0.2	0.2

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2008-09)

The school site is continually maintained to best possible conditions. Professional janitorial cleaning occurs nightly and day staff continually monitor grounds and buildings to insure cleanliness and student and staff safety. Classroom space consists of a two story classroom building attached to a separate church facility, a stand alone 2 story modular building housing classrooms and administrative offices and an additional stand alone building containing classroom and teacher work area space, all facing a central courtyard area and flanked by a blacktop play area and basketball court. Century Academy has operated at this site for 2 ½ years.

### School Facility Good Repair Status (School Year 2008-09)

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	N/A	N/A	N/A	N/A
Mechanical Systems	-	FAIR	-	Items are monitored and repaired if needed
Windows/Doors/Gates (interior and exterior)	-	FAIR	-	Items are monitored and repaired if needed
Interior Surfaces (walls, floors, and ceilings)	GOOD	-	-	Items are monitored and repaired if needed
Hazardous Materials (interior and exterior)	N/A	N/A	N/A	Items are monitored and repaired if needed
Structural Damage	N/A	N/A	N/A	N/A
Fire Safety	GOOD	-	-	Items are monitored and repaired if needed
Electrical (interior and exterior)	-	FAIR	-	Items are monitored and repaired if needed
Pest/Vermin Infestation	-	FAIR	-	Continued emphasis on student trash pickup and removal
Drinking Fountains (inside and outside)	-	FAIR	-	Maintenance/repair when necessary to ensure student access to water

Restrooms	GOOD	-	-	Items are monitored and repaired if needed
Sewer	GOOD	-	-	Items are monitored and repaired if needed
Playground/School Grounds	-	FAIR	-	Items are monitored and repaired if needed
Roofs	-	FAIR	-	Items are monitored and repaired if needed
Overall Cleanliness	GOOD	-	-	School is cleaned multiple times daily.

### Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Facility provides a safe and clean learning environment for approximately 330 students			

## 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 at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	N/A	3	10	334
Without Full Credential	N/A	6	3	35
Teaching Outside Subject Area of Competence	N/A	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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	N/A	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

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 [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	82.8	17.2
All Schools in District	99.1	0.9
High-Poverty Schools in District	99.1	0.9

Low-Poverty Schools in District	N/A	N/A
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## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

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
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	1	14
Other	0	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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	Reading/Language Arts: Students are provided with two individual textbooks at school, as well as textbooks for home. Century Academy uses the Holt Language Arts (2003) texts which are aligned with the California Content Standards. Additional textbooks are also available in the after school program for homework assistance and tutoring purposes. For additional standards-based practice we use <i>Bellwork: Daily Standards Practice</i> ® and the web-based standards mastery product— <i>Study Island</i> .	0
Mathematics	Mathematics: Students are provided with an individual textbook at school, as well as textbook for home. Century Academy uses Houghton Saxon Math (1999), the Houghton Mifflin California Math (2009) texts and other supplemental instructional materials. Additional textbooks are also available in the after school program for homework assistance and tutoring purposes. For additional standards-based practice we use <i>Bellwork: Daily Standards Practice</i> ® and the web-based standards mastery product— <i>Study</i>	0

	<i>Island.</i>	
Science	Science: Students are provided with an individual textbook at school, as well as textbook for home. Century Academy uses Holt California Science (2006) texts which are aligned with the California Content Standards. Additional textbooks are also available in the after school program for homework assistance and tutoring purposes. We have a mobile science lab and two Science classrooms. For additional standards-based practice we use <i>Bellwork: Daily Standards Practice</i> ® and the web-based standards mastery product— <i>Study Island</i> .	0
History-Social Science	History/Social Science: Students are provided with an individual textbook, as well as a textbook for home. Students are also issued an interactive and consumable workbook. Century Academy uses <i>History Alive!</i> texts and the <i>History Alive! Interactive Student Notebook</i> which are aligned with the California Content Standards. Additional textbooks are also available in the after school program for homework assistance and tutoring purposes. For additional standards-based practice we use <i>Bellwork: Daily Standards Practice</i> ® and the 8 <sup>th</sup> grade, web-based standards mastery product— <i>Study Island</i> .	0
Foreign Language	Foreign Language: Students are provided with an individual textbook and workbook at school, as well as a textbook for home. Century Academy uses the McDougal Littell <i>¡Avancemos!</i> (2007) texts and workbooks. Additional textbooks are also available in the after school program for homework assistance and tutoring purposes.	0
Health	Health: Century Academy uses the Holt <i>Decisions for Health</i> (2007) series. Students are not issued books to take home, however books are available for check out.	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment (grades 9—12) NOT APPLICABLE, SEE ABOVE FOR SCIENCE PROGRAM INFORMATION	0

### VIII. School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	LEA Provided	LEA Provided	LEA Provided	LEA Provided

District	N/A	N/A	LEA Provided	\$72944
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$5300	\$64702
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

### Types of Services Funded (Fiscal Year 2007-08)

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

**Computers and Technology:**

- **Computers and Technology:** To enable our students to use technological tools as easily as a pencil, computers and other forms of technology are integrated into every learning area. Students use this technology to locate, select and manage information. They explore ideas and solve problems; express ideas and exchange information. Century Academy has one computer lab with 25 computers.
- **Character Education:** Century Academy employs school wide positive discipline program and positive behavior modification strategies.
- **Special Education:** Roughly six percent of Century Academy’s students receive Special Education Services. Century Academy belongs to the Southwest Special Education Local Plan Area (SELPA).
- **After School Program:** There are approximately 150 students in the After School Program. Students receive tutoring, homework help, skill building, daily snacks and exercise. The after school program operates each and every school day from dismissal until six o’clock pm
- **Gifted and Talented Students:** Century Academy has an honors class for Language Arts and Mathematics.
- **Community Service Learning Component:** Century Academy encourages community-based, project-based service learning projects which situates student learning in meaningful contexts.
- **Professional Development:** Teachers at Century Academy receive ongoing and continuous professional development and mentoring from master teachers and consultants.
- **Paraprofessional Support:** Century Academy employs paraprofessionals to assist students in class and in the after school program.
- **Summer School:** Low performing students who need additional “time on task” are invited to attend summer skill building classes. For the 2007—08 school year, Century Academy offered a summer remediation program for incoming sixth graders going into the seventh grade.

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	\$40667

Mid-Range Teacher Salary	N/A	\$66167
Highest Teacher Salary	N/A	\$84142
Average Principal Salary (Elementary)	N/A	\$104640
Average Principal Salary (Middle)	N/A	\$107227
Average Principal Salary (High)	N/A	---
Superintendent Salary	N/A	\$167564
Percent of Budget for Teacher Salaries	N/A	42.3 %
Percent of Budget for Administrative Salaries	N/A	5.4 %

## IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

### 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	N/A	28	29		28	32		43	46
Mathematics	N/A	14	13		28	32		40	43
Science	N/A	N/A	36		23	32		38	46
History-Social Science	N/A	N/A	21		24	25		33	36

*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.*

### 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	26	12	33	20
American Indian or Alaska Native	-	-	-	-
Asian	-	-	-	-
Filipino	-	-	-	-
Hispanic or Latino	62	46	*	*
Pacific Islander	-	-	-	-
White (not Hispanic)	*	*	*	*

Male	25	14	41	18
Female	32	13	31	25
Economically Disadvantaged	25	11	35	
English Learners	-	-	-	-
Students with Disabilities	0	0	*	
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.

## 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 [API](#) Web page.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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	2005	2006	2007
Statewide	N/A	N/A	3
Similar Schools	N/A	N/A	9

"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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 0112250

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### 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			Growth API Score
	2005-06	2006-07	2007-08	2008

All Students at the School	N/A	B	-15	646
African American	N/A	N/A	-20	636
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	-7	632
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A		

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

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### 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 [AYP](#) Web page.

### AYP Overall and by Criteria (School Year 2007-08)

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	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No

API	Yes	Yes
Graduation Rate	N/A	Yes

### Federal Intervention Program (School Year 2008-09)

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 [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	70.0

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

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

#### 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 site.

### 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 on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	N/A	N/A	0	0.2		1.7	3.1	3.5	4.4
Graduation Rate	N/A	N/A	N/A	100.0	100.0	98.0	85.0	83.0	79.5

### 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 2007-08 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 [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

### Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A
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### Career Technical Education Participation (School Year 2007-08)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

### Courses for University of California and/or California State University Admission (School Year 2007-08)

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 [DataQuest](#) Web site.

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

## 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.

Staff receive ongoing professional development opportunities throughout the year. This includes 10 days of training and development prior to the beginning of the school year as well as additional days that occur during the school year either on the weekends or on dedicated development days.