

# Executive Summary School Accountability Report Card, 2008-09

## For: *South Bay High School*

**Address:** 4025 West 226<sup>th</sup> Street, Torrance, CA 90505      **Phone:** 310-373-4556 x105  
**Principal:** Rita Farabaugh      **Grade Span:** 6<sup>th</sup> grade-12<sup>th</sup> grade

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

*South Bay High School is a NPS which serves the educational needs of adolescents residing in the secure Star View Adolescent Center Community Treatment Facility and provides them with a comprehensive educational assessment, both academic and historic; an appropriate curriculum; and a classroom setting matched to their specific needs and unique abilities. A WASC accredited school, SBHS offers a full curriculum based on Torrance Unified School District; vocational education and WorkAbility, as well as an innovative Art program.*

### Student Enrollment

| Group                            | Enrollment |
|----------------------------------|------------|
| Number of students               |            |
| African American                 | 48%        |
| American Indian or Alaska Native | %          |
| Asian                            | %          |
| Filipino                         | %          |
| Hispanic or Latino               | 40%        |
| Pacific Islander                 | %          |
| White (not Hispanic)             | 6%         |
| Multiple or No Response          | 4%         |
| Socioeconomically Disadvantaged  | 100%       |
| English Learners                 | 2%         |
| Students with Disabilities       | 100%       |

### Teachers

| Indicator  | Teachers |
|--|----------|
| Teachers with full credential                        | 6        |
| Teachers without full credential                     |          |
| Teachers Teaching Outside Subject Area of Competence |          |
| Misassignments of Teachers of English Learners       |          |
| Total Teacher Misassignments                         |          |

### Student Performance

| Subject                | Students Proficient and Above on California Standards Tests |
|------------------------|---|
| English-Language Arts  | %   |
| Mathematics            | %   |
| Science                | %   |
| History-Social Science | %   |

### Academic Progress

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

## School Facilities

### Summary of Most Recent Site Inspection

SBHS shares its physical plant with Star View Adolescent Center. Currently, the facility is being upgraded. Cleanliness and safety are a priority throughout the facility and standards are well maintained. SBHS has an outdoor area which includes a basketball court, swimming pool, softball field, and track. Additionally, there are recreational areas and gardens which contribute to our Physical education program and other academic programs and electives.

### Repairs Needed

None to be reported.

### Corrective Actions Taken or Planned

None to be reported.

## Curriculum and Instructional Materials

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

## School Finances

| Level       | Expenditures Per Pupil (Unrestricted Sources Only) |
|-------------|--|
| School Site | \$   |
| District    | \$   |
| State       | \$   |

## School Completion

| Indicator       | Result |
|-----------------|--------|
| Graduation Rate |        |

## Postsecondary Preparation

| Measures   | Percent |
|--|---------|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma                         | 2%      |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | %       |

## NAEP Reading, Grade 4

| <b>Level</b>                   | <b>Result</b> |
|--------------------------------|---------------|
| Average Scale Score - State    |               |
| Average Scale Score - National |               |
| Achievement Level - Basic      | %             |
| Achievement Level - Proficient | %             |
| Achievement Level - Advanced   | %             |

## NAEP Reading, Grade 8

| <b>Level</b>                   | <b>Result</b> |
|--------------------------------|---------------|
| State Average Scale Score      |               |
| Average Scale Score - National |               |
| Achievement Level - Basic      | %             |
| Achievement Level - Proficient | %             |
| Achievement Level - Advanced   | %             |

## NAEP Mathematics, Grade 4

| <b>Level</b>                   | <b>Result</b> |
|--------------------------------|---------------|
| Average Scale Score - State    |               |
| Average Scale Score - National |               |
| Achievement Level - Basic      | %             |
| Achievement Level - Proficient | %             |
| Achievement Level - Advanced   | %             |

## NAEP Mathematics, Grade 8

| <b>Level</b>                   | <b>Result</b> |
|--------------------------------|---------------|
| State Average Scale Score      |               |
| Average Scale Score - National |               |
| Achievement Level - Basic      | %             |
| Achievement Level - Proficient | %             |
| Achievement Level - Advanced   | %             |

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

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 2009-10)

This section provides the school's contact information.

| School                  |                                  | District              |   |
|-------------------------|----------------------------------|-----------------------|---|
| <b>School Name</b>      | South Bay High School            | <b>District Name</b>  | <i>Data provided by the LEA<br/>and the CDE</i> |
| <b>Street</b>           | 4025 W. 226 <sup>th</sup> Street | <b>Phone Number</b>   |   |
| <b>City, State, Zip</b> | Torrance, CA 90505               | <b>Web Site</b>       |   |
| <b>Phone Number</b>     | 310-373-4556 x105                | <b>Superintendent</b> |   |
| <b>Principal</b>        | Rita Farabaugh                   | <b>E-mail Address</b> |   |
| <b>E-mail Address</b>   | rfarabaugh@starsinc.com          | <b>CDS Code</b>       |   |

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

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

*South Bay High School is a NPS which serves the educational needs of adolescents residing in the secure Star View Adolescent Center Community Treatment Facility and provides them with a comprehensive educational assessment, both academic and historic; an appropriate curriculum; and a classroom setting matched to their specific needs and unique abilities. A WASC accredited school, SBHS offers a full curriculum based on Torrance Unified School District; vocational education and WorkAbility, as well as an innovative Art program. Recognizing the transient status of the majority of our students, we also strive to prepare students for transfer by providing them with an historically accurate and unified transcript, completed courses in place of partial credits; enhanced academic skills; and inculcation of social skills appropriate to educational success in other settings.*



## 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        | 2006-07         |                      |       | 2007-08 |                 |                      | 2008-09 |     |                 |                      |       |     |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
|                | 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        | 10              | 5                    |       |         | 10              | 5                    |         |     | 10              | 5                    |       |     |
| Mathematics    | 10              | 5                    |       |         | 10              | 5                    |         |     | 10              | 5                    |       |     |
| Science        | 10              | 5                    |       |         | 10              | 5                    |         |     | 10              | 5                    |       |     |
| Social Science | 10              | 5                    |       |         | 10              | 5                    |         |     | 10              | 5                    |       |     |

## III. School Climate

### School Safety Plan (School Year 2008-09)

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

Evacuation or removal of persons from one area to another area, from a dangerous or potentially dangerous area to an area of safety is made by the person in charge of the facility or by the Fire Department. The need to move people outside the facility is determined by the seriousness of the emergency. In most cases, areas of safety within the facility are created by closing the corridor doors.

### 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 | 2006-07  | 2007-08 | 2008-09 |
| Suspensions | 0       | 0       | 0       |          |         |         |
| Expulsions  | 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.

*SBHS shares its physical plant with Star View Adolescent Center. Currently, the facility is receiving a wonderful renovation to make the dorms and living areas brighter, with new wall treatments, doors and windows. Cleanliness and safety are a priority throughout the facility and standards are well maintained. SBHS has an outdoor area which includes a basketball court, swimming pool, softball field, and track. Additionally, there are recreational areas and gardens which contribute to our Physical education program and other programs and electives.*

## School Facility Good Repair Status (School Year 2009-10)

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

| System Inspected   | Repair Status                   |      |      |      | Repair Needed and Action Taken or Planned |
|--|---------------------------------|------|------|------|---|
|  | Exemplary                       | Good | Fair | Poor |   |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                      | n/a                             |      |      |      | <i>Data provided by the LEA</i>           |
| <b>Interior:</b> Interior Surfaces                                     | n/a                             |      |      |      |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation       | n/a                             |      |      |      |   |
| <b>Electrical:</b> Electrical  | n/a                             |      |      |      |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                 | n/a                             |      |      |      |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                        | n/a                             |      |      |      |   |
| <b>Structural:</b> Structural Damage, Roofs                            | n/a                             |      |      |      |   |
| <b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences | n/a                             |      |      |      |   |
| <b>Overall Rating</b>  | <i>Data provided by the LEA</i> |      |      |      | 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 |
|--|---------------------------------|---------|---------|----------|
|  | 2006-07                         | 2007-08 | 2008-09 | 2008-09  |
| <b>With Full Credential</b>                        | 6                               | 6       | 6       |          |
| <b>Without Full Credential</b>                     |                                 |         |         |          |
| <b>Teaching Outside Subject Area of Competence</b> | <i>Data provided by the LEA</i> |         |         | 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   | 2007-08                         | 2008-09 | 2009-10 |
|---|---------------------------------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b> |                                 |         |         |
| <b>Total Teacher Misassignments</b>                   | <i>Data provided by the LEA</i> |         |         |
| <b>Vacant Teacher Positions</b>                       |                                 |         |         |

## 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>                      | 6  |                                       |
| <b>All Schools in District</b>          |  |                                       |
| <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 2008-09)

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>                              |                                  |   |
| <b>Library Media Teacher (librarian)</b>               |                                  | n/a   |
| <b>Library Media Services Staff (paraprofessional)</b> |                                  | n/a   |
| <b>Psychologist</b>                                    | .2                               | n/a   |
| <b>Social Worker</b>                                   |                                  | n/a   |
| <b>Nurse</b>   |                                  | n/a   |
| <b>Speech/Language/Hearing Specialist</b>              |                                  | n/a   |
| <b>Resource Specialist (non-teaching)</b>              | .2                               | n/a   |
| <b>Other</b>   |                                  | n/a   |

\*Additionally, each student has a therapist assigned to them from the mental health side of the program. Therapist meet with students weekly to discuss therapeutic goals.

## 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 |
|--|--|--|
| Reading/Language Arts                      |  |  |
| Mathematics                                |  |  |
| Science                                    |  |  |
| History-Social Science                     |  |  |
| Foreign Language                           |  |  |
| Health                                     |  |  |
| Visual and Performing Arts                 |  |  |
| Science Laboratory Equipment (grades 9-12) |  |  |

*Data provided by the LEA*

## VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site                                   |                              |  |   |                        |
| District                                      | n/a                          | n/a  |   |                        |
| Percent Difference – School Site and District | n/a                          | n/a  |   |                        |
| State   | n/a                          | n/a  |   |                        |
| Percent Difference – School Site and State    | n/a                          | n/a  |   |                        |

*Data provided by the LEA*

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### Types of Services Funded (Fiscal Year 2008-09)

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

SBHS services are funded locally through Torrance USD special education funding for all students in foster care, and externally through home LEA's for directly placed students.



## 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 |   |             |         |                        |

## 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   |         |         |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                       | 2006-07 | 2007-08 | 2008-09 | 2006-07  | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts | 3       | 1       | 1       |          |         |         |         |         |         |
| Mathematics           | 3       | 1       | 1       |          |         |         |         |         |         |

## 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 |                       |            |          |                |            |          |

## California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           |   |                       |                      |
| 7           |   |                       |                      |
| 9           |   |                       |                      |

## 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 |      |      |      |

### 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 |
|----------------------------------|-------------------|---------|---------|------------------|
|                                  | 2006-07           | 2007-08 | 2008-09 | 2009             |
| All Students at the School       |                   |         |         |                  |
| African American                 |                   |         |         |                  |
| American Indian or Alaska Native |                   |         |         |                  |
| Asian                            |                   |         |         |                  |
| Filipino                         |                   |         |         |                  |
| Hispanic or Latino               |                   |         |         |                  |
| Pacific Islander                 |                   |         |         |                  |
| White (not Hispanic)             |                   |         |         |                  |
| Socioeconomically Disadvantaged  |                   |         |         |                  |
| English Learners                 |                   |         |         |                  |
| Students with Disabilities       |                   |         |         |                  |

### 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 |
|--|--------|----------|
| Overall                                    |        |          |
| Participation Rate - English-Language Arts |        |          |
| Participation Rate - Mathematics           |        |          |



## Completion of High School Graduation Requirements

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

| Group                            | Graduating Class of 2009 |          |       |
|----------------------------------|--------------------------|----------|-------|
|                                  | School                   | District | State |
| All Students                     |                          |          |       |
| African American                 |                          |          |       |
| American Indian or Alaska Native |                          |          |       |
| Asian                            |                          |          |       |
| Filipino                         |                          |          |       |
| Hispanic or Latino               |                          |          |       |
| Pacific Islander                 |                          |          |       |
| White (not Hispanic)             |                          |          |       |
| Socioeconomically Disadvantaged  |                          |          |       |
| English Learners                 |                          |          |       |
| Students with Disabilities       |                          |          |       |

*Data provided by the  
LEA and the CDE*

## Career Technical Education Programs (School Year 2008-09)

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

Students are prepared to enter the workforce through: the curriculum in basic skills and consumer math; the facility's Independent Living Program (ILP); and the school's WorkAbility Program. The WorkAbility Program supports students in career exploration, career development and career exploration. Work experiences are limited to entry level positions within the facility.

## Career Technical Education Participation (School Year 2008-09)

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

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

*Data provided by the LEA*

## 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 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        |         |
| Graduates Who Completed All Courses Required for UC/CSU Admission |         |

## Advanced Placement Courses (School Year 2008-09)

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.

Professional Development is ongoing. There are informational sessions provided through Staff Meetings, ongoing In Service Trainings on various educational and clinical topics as well as staff development programs for the entire school staff. The school is able to benefit from the clinical expertise of the facility through regular trainings on topics of relevance. Staff are reimbursed for relevant continued education.

## XIII. National Assessment of Educational Progress

### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

| Subject and Grade Level   | Average Scale Score |          | Percent at Achievement Level |            |          |
|---------------------------|---------------------|----------|------------------------------|------------|----------|
|                           | State               | National | Basic                        | Proficient | Advanced |
| Reading 2007, Grade 4     |                     |          |                              |            |          |
| Reading 2007, Grade 8     |                     |          |                              |            |          |
| Mathematics 2009, Grade 4 |                     |          |                              |            |          |
| Mathematics 2009, Grade 8 |                     |          |                              |            |          |

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

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

| Subject and Grade Level   | State Participation Rate   |                           | National Participation Rate |                           |
|---------------------------|----------------------------|---------------------------|-----------------------------|---------------------------|
|                           | Students With Disabilities | English Language Learners | Students With Disabilities  | English Language Learners |
| Reading 2007, Grade 4     |                            |                           |                             |                           |
| Reading 2007, Grade 8     |                            |                           |                             |                           |
| Mathematics 2009, Grade 4 |                            |                           |                             |                           |
| Mathematics 2009, Grade 8 |                            |                           |                             |                           |