

Executive Summary School Accountability Report Card, 2010–11

For Celerity Dyad Charter School

Address: 4501 South Wadsworth Ave., Los Angeles, CA 90011-3637 **Phone:**

Principal: Patrick Stickley

Grade Span: K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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

Celerity Dyad Charter School (grades K-8), first opened its doors on September of 2007.

It is located in the Newton Community where overcrowded public schools with historically low API scores were prevalent. Celerity Dyad has been able to supersede the surrounding local schools in the academic achievements of their students. Last year, Celerity Dyad's API scores surpassed other Newton Community public elementary schools and built a reputation as a successful and highly advantageous school to send your children to. Celerity Dyad Charter School was easily able to double its first year's enrollment in the second year and is currently at 398 for the 2009-2010 school year.

Celerity Dyad Charter School is also proud to announce that as of January, 2009 they have become fully accredited by the Accrediting Commission for Schools, WASC (Western Association of Schools and Colleges). WASC's accreditation process is all about fostering excellence in the education programs they accredit by helping the schools to meaningfully create the highest quality learning experience possible. WASC's fundamental purpose is to support schools in creating for themselves a clear vision of what they desire their students to learn and are capable to accomplish and then to ensure that efficient and appropriate systems are place that inevitably result in the fulfillment of those expectations.

Student Enrollment

Group	Enrollment
Number of students	549
Black or African American	7.5%
American Indian or Alaska Native	0.1%
Asian	%
Filipino	%
Hispanic or Latino	92.3%
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Socioeconomically Disadvantaged	100%
English Learners	61.9%
Students with Disabilities	6.9%

Teachers

Indicator	Teachers
Teachers with full credential	26
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	65%
Mathematics	85%
Science	95%
History-Social Science	57%

Academic Progress²

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	884
Statewide Rank (from 2010 Base API Report)	7
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 17 of 17
2011–12 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

The school has met and/or exceeded all county, district and state facilities codes.

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,125
District	\$10,015
State	\$8,452

¹ Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

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

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
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

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Celerity Dyad Charter School	District Name	Los Angeles Unified
Street	4501 South Wadsworth Avenue	Phone Number	213-241-1000
City, State, Zip	Los Angeles , CA 90011-3637	Web Site	www.lausd.net
Phone Number	323-231-1202	Superintendent	Ramon Cortines
Principal	Patrick Stickley	E-mail Address	superintendent@lausd.net
E-mail Address	pstickley@celerityschoools.org	CDS Code	19-64733-0115766

School Description and Mission Statement (School Year 2010–11)

Mission

The mission of Celerity Dyad Charter School (CDCS) is to provide a school where at risk students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities.

Vision

Celerity Dyad Charter School will be a community of diverse individuals where students will develop their intellectual, artistic, and physical talents to the highest degree. Our vision will encompass five critical focus areas that affect the school community:

- Academic Excellence

Our academic program will challenge the intellect and maximize the potential of each student to acquire knowledge, concepts, and skills necessary to become thinking, productive, responsible citizens. Excellence in academics results in a love of lifelong learning and supportive, involved community.

- Mutual Respect

CDCS will foster a culture of mutual respect that builds trust and engages students in learning.

- Highly Qualified Teachers and Paraprofessionals

Teachers and paraprofessionals will meet NCLB standards as highly qualified.

- Parental Investment and Community Involvement

Parents want the best for their children and share in the responsibility and the process of educating their children. These involved parents will serve as catalysts to students' success.

- Respect and Diversity

CDCS will be an inclusive community, in which people from different cultural, ethnic, racial, and religious backgrounds learn, live and work harmoniously with mutual respect, without compromising their beliefs and their identities. We will champion the cause of excellence and equity.

Opportunities for Parental Involvement (School Year 2010–11)

Parents will be actively engaged in the development of the school as members of the Site-based Management Council.

Prior to the enrollment of a student, the parent(s) and the student will meet with the principal.

Parents will be provided multiple opportunities to develop awareness of benchmarks and what their children must achieve to be successful.

Each parent and the school will sign a Family Agreement acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of Celerity Dyad Charter School.

Parents will be responsible and accountable for committing to volunteering time to support the school and to participate as mentors.

Parent-teacher conferences will take place quarterly.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
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Kindergarten	66	Grade 8	43
Grade 1	66	Ungraded Elementary	N/A
Grade 2	69	Grade 9	N/A
Grade 3	53	Grade 10	N/A
Grade 4	60	Grade 11	N/A
Grade 5	52	Grade 12	N/A
Grade 6	83	Ungraded Secondary	N/A
Grade 7	57	Total Enrollment	549

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	7.5%
American Indian or Alaska Native	0.1%
Asian	
Filipino	
Hispanic or Latino	92.3%
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	100%
English Learners	61.9%
Students with Disabilities	6.9%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.7	3			20.7	3			21.7		3	
1	20	2			19.7	3.5			22		3	
2	20	1			20.4		2.5		23.7		3	
3	19.5	2			20	2			25		2	
4	25		1		21.5		2		28.5		2	
5					36			1	27.5		2	
6	23	1	2		30		2		27.3		3	
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									24.5	2	2	
Mathematics									24.5	2	2	
Science									24.5	2	2	
Social Science									24.5	2	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

A key component to emergency and disaster preparedness is knowledge. Knowing how to respond to an emergency will lead to effective remediation of a problem.

The Standardized Emergency Management System (SEMS) provides for a fully integrated and coordinated multiple level responses to multi-agency, multi-jurisdictional emergencies. SEMS is based on the Incident

Command System (ICS). ICS has five primary functions:

Command/management, operations, planning/intelligence, logistics and finance/administration.

All school personnel have pre-designated duties and responsibilities to assume in the event of a major disaster; earthquake, fire, lock down or other determined emergency. All CDCS employees automatically become Civil Defense Workers upon declaration of a disaster or state of emergency.

The emergency plan was created to assist the administration and staff members should a disaster occur.

The first and foremost objective is safety of the site's students and personnel.

Teachers are required to inform their students about the safety procedures and practice them frequently.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0	0	0	7.1	5.6	5.2
Expulsions						

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Improvements will be made for increased learning achievements and based on budget availability.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		√			
Interior: Interior Surfaces		√			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		√			
Electrical: Electrical		√			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		√			
Safety: Fire Safety, Hazardous Materials		√			
Structural: Structural Damage, Roofs		√			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		√			
Overall Rating		√			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	9	18	26	32,781
Without Full Credential	3	0	0	91
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	97.4	2.599
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.40	
Library Media Teacher (librarian)	N/A	
Library Media Services Staff (paraprofessional)	N/A	
Psychologist	.25	
Social Worker	0	
Nurse	.25	
Speech/Language/Hearing Specialist	.50	
Resource Specialist (non-teaching)	1.0	
Other		

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January, 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin K-6 (2003), McDougal Little 7 & 8 (2002)	No, the most recent for HM is 2005	0%
Mathematics	Saxon K-6 (2001), McDougal Little 7 & 8 (2001)	No, the most recent Saxon Kits are 2012	0%
Science	Foss Science K-5 (2007), CPO Science 6-8 (2007)	Yes	0%
History-Social Science	Houghton Mifflin K-6 (2007), McDougal Little 7 & 8 (2006)	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	8,125	-	8,125	51,037
District			10,015	66,584
Percent Difference – School Site and District			23%	30%
State			8,452	67,932
Percent Difference – School Site and State			4%	33%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

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Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	39,788	40,227
Mid-Range Teacher Salary	66,584	67,932
Highest Teacher Salary	78,906	78,848
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Note: For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	44	53	65	38	41	45	50	52	54
Mathematics	65	72	86	37	39	43	46	48	50
Science	78	80	95	38	43	47	50	54	57
History-Social Science	N/A	N/A	57	29	33	37	41	44	48

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA				
All Students at the School	65	86	95	57
Male				
Female				
Black or African American	60.6	75.8		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	65.3	87.5		
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	65.0	96.5		
English Learners	58.8	85.1		
Students with Disabilities	20.7	55.2		
Students Receiving Migrant Education Services				

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.

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English- Language Arts	N/A								
Mathematics									

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	N/A					
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.2	23.6	5.5
7	29.8	15.8	14.0
9	N/A	N/A	N/A

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *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	2008	2009	2010
Statewide	1*	5	7
Similar Schools	N/A	10	10

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	118	51	48
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	128	52	50
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	121	48	48
English Learners	139	35	50
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	408	884	436,479	728		
Black or African American	33	855	40,008	678		
American Indian or Alaska Native			1,516	745		
Asian			15,777	893		
Filipino			9,708	847		
Hispanic or Latino	375	886	326,969	707		
Native Hawaiian or Pacific Islander			1,278	761		
White			40,392	862		
Two or More Races			560	778		
Socioeconomically Disadvantaged	408	884	357,369	711		
English Learners	864	814	214,661	664		
Students with Disabilities	644	577	55,875	527		

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	Not in PI	2004-2005
Year in Program Improvement	Not in PI	Year 3
Number of Schools Currently in Program Improvement		416
Percent of Schools Currently in Program Improvement		60.0%

Note: Cells shaded in black do not require data.

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 course 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 *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	N/A								
Graduation Rate									

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students			N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino		N/A	N/D
Native Hawaiian or Pacific Islander			N/D
White			N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

N/A

Career Technical Education Participation (School Year 2010–11)

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	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	N/A
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2010–11)

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

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

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.

Prior to the beginning of every academic year there will be six days of paid faculty training aimed at developing standards-based curriculum guidelines and lesson plans. There will also be four additional "Professional Development Days", throughout the year to be held as follow up sessions. These opportunities provide the staff to meet together for a full school day to work on creating thematic and integrated lesson plans. Teachers will also meet every Wednesday at the end of the school day to prepare for common planning, analyzing of student work and to evaluate status of targeted goals identified on prior full day professional development days.