

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 webpage 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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and 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 webpage 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. 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	Blue Ridge School	District Name	El Dorado County Office of Education
Street	1041 Al Tahoe Blvd.	Phone Number	530.622.7130
City, State, Zip	South Lake Tahoe, CA 96150	Web Site	www.edcoe.org
Phone Number	530.626.0007	Superintendent	Vicki Barber
Principal	Sue D. Roth	E-mail Address	vlbarber@edcoe.org
E-mail Address	sroht@edcoe.org	CDS Code	09100900106047

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

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

Mission Statement

We are committed to creating an environment for learning and a safe atmosphere where positive experiences enrich alternatives and choices.

Mission Goals

To assign each student an academic program that best supports his/her achievement of the state content standards and coordinates his/her present and future educational needs including passage of the California High School Exit Exam (CAHSEE).

- To deliver instruction that accommodates learning differences including those of English Learners.

- To provide self-esteem building learning experiences based upon the acquisition of authentic skills and positive attitudes and behavior.
- To create a safe and productive atmosphere where students learn to interact in a positive manner with others.
- To help students identify their own vocational interests and aptitudes as they then plan a more positive course for their future.
- To enable students to deal effectively with conflict resolution, anger control and appropriate decision-making skills.
- To provide a safe, structured, well-defined instructional program that gives students a clear message that all staff stand firmly together on standards of behavior and academic performance.

Blue Ridge School is the court school in El Dorado County designed to serve the Lake Tahoe Region. Student population consists of court incarcerated youth that generally range between grades 7-12. About 94% of these students are high school age and receive their instruction in self-contained classrooms. The school operates 248 days per year. The male/female ratio of the student body is 5:1. During the 2010-11 year 55% of our students were enrolled less than 20 school days per year. About 40% of our students were enrolled 1-6 months and 5% were enrolled more than 6 months. About half of these students have been with us at least one prior time. In the 2010-11 year, 17% of Blue Ridge students had an active IEP and 13% of the population were English Learners. Growth of student population is limited by court order and by the constraints of building construction.

Blue Ridge continues to staff the additional teacher to assume the duties of the full time teachers while they are taking non-duty days. The other staff remains as two full time teachers and one 7.0 hour/12 month instructional assistant. In addition, a full time principal and a part time psychologist make up the staff for Blue Ridge School. The director of the program is the Director of Special Services for the County Office of Education. The school is located within the Juvenile Treatment Center in South Lake Tahoe. Partnering with Probation, Juvenile Hall, Mental Health and Health Care staff is essential. These partnerships focus on the emotional, physical and academic well being of our clientele.

Blue Ridge School serves students rich in ethnic diversity and generally from lower income families. A large number of the Hispanic population belongs to local gangs. This gang affiliation presents challenges to classroom discipline.

Blue Ridge School is a small school where consistency is required throughout the program because of the nature of our students. The advantage to staff being readily available includes the following:

- Communication is ongoing.
- Program decisions are made by all staff.

Curriculum guidelines are consistently followed.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parental Involvement is encouraged in order to improve student achievement and school performance. Because of the unique nature of the Blue Ridge School, the Probation Staff members, who are responsible for the daily care and supervision of the students, assume representation for the purposes of:

- School Achievement (Single Plan for Student Achievement)
- School program reviews (Categorical Program Monitoring)
- School safety (School Safety Plan)
- English Learner Programs

Representation for involvement in these processes is made annually when the new School Site Council is selected for the coming year. The School Site Council is composed of the following representation:

- 1 teacher, 1 probation staff, 1 school administrator, 1 student

The School Site Council meets routinely for the purpose of discussion and recommendation regarding use of resources to improve student programs which will lead to increased student achievement.

Parents/guardians of the Title I students are provided the opportunity to have meaningful consultation regarding school program planning and design. This invitation for involvement is mailed to each parent upon their child's enrollment during the year. This invitation includes the contact person's telephone information; encourages parental support and involvement and makes the opportunity for involvement immediate. Parents will receive an explanation of curriculum and performance expectations upon request.

Parent Compact: Blue Ridge School

While a student is enrolled in the Blue Ridge School Program, the parents will have the opportunity to be involved in the improvement of their child's academic achievement. While at Blue Ridge School, students will receive Title I services which will primarily be delivered through tutorial services and instruction specific to accomplish credit recovery and the passing of the California High School Exit Examination (CAHSEE).

Parents have the opportunity to:

- Receive a list of currently used textbooks.
- Discuss their child's progress.
- Provide concerns about their child's learning needs.

Sharing in the responsibility of improving academic achievement, the Blue Ridge Staff will

- Meet weekly with each student to evaluate their progress and make adjustments as necessary to maximize achievement during enrollment
- Provide one-on-one instruction as needed
- Upon request, discuss with parents the performance of their child

This compact is designed to support ongoing communication between the parent and school staff for the benefit of the student.

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

Grade Level	Number of Students
Grade 9	2
Grade 10	2
Grade 11	7
Grade 12	5
Total Enrollment	17

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	82.4
American Indian or Alaska Native	0	Two or More Races	5.9
Asian	0	Socioeconomically Disadvantaged	100
Filipino	0	English Learners	0
Hispanic or Latino	11.8	Students with Disabilities	47.1
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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												
Mathematics												
Science												
Social Science												

* 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)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Blue Ridge 2011-12 School Safety Plan was approved by the Safety Committee of the School Site Council on 8/23/2011. Changes to the safety Plan involve the repair to teacher desk locks and the restoration of student desks.

Blue Ridge behavior management program operates on a daily point/weekly level system. Positive behavior is reinforced with "Gotchas" and "Stars." With Stars, students can purchase educationally focused items such as educational films and letter writing on a daily basis. Negative behavior results in loss of points, levels, and timeouts.

Because Blue Ridge students are incarcerated, there are no expulsions. Full-day suspensions are rare due to the structure of behavior expectations. Partial-day suspensions result when students receive more than 30 minutes of time out in a day.

Good citizenship is tied into the point and level system. In addition, "Student of the Week" awards are given in each classroom. All students have the opportunity to earn extra credit while they are enrolled at Blue Ridge. Students who maintain the highest school level (based on citizenship and academic performance) in increments of 50 consecutive days earn a theater-size candy.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	81.25	145	229.41	8.68	17.92	31.74
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities**School Facility Conditions and Planned Improvements (School Year 2011-12)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2011

Blue Ridge School has two classrooms and an administrative office. The school facilities are located inside the El Dorado County Juvenile Treatment Center in South Lake Tahoe. Each classroom is designed to hold 20 students. Classrooms are cleaned weekly. There are rest room facilities for both boys and girls located within the building. These facilities are well maintained and clean. The roof, plumbing and electrical systems are also maintained on a regular basis as specified by Title 24 of the California Code of Regulations. Safety and emergency procedures are enforced and updated annually in the Safe School Plan. School staff safety is secured via security camera and radio systems and "emergency buttons." All efforts to ensure building safety, cleanliness, and adequacy have been acceptable.

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

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems:	[X]	[]	[]	[]	

Gas Leaks, Mechanical/HVAC, Sewer					
Interior: Interior Surfaces	[X]	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[X]	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	2	2.7	2.7	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence	0	0	0	---

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

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

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* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	0	100
All Schools in District	95.14	4.86
High-Poverty Schools in District	79.31	20.69
Low-Poverty Schools in District	100	0

- * 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	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	.10	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist (non-teaching)	0	---
Other	0	---

- * 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: December 2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Timeless Voices/Timeless Themes, (June 2002); Holt Rinehart Winston, Literature & Language Arts (June 2003). Globe Fearon, American Literature, (2005), World Literature (2005), Basic English (2000). Glencoe McGraw-Hill/Writer's Choice(2001)	Yes	0
Mathematics	Prentice Hall, Connecting to Algebra, (2009); McDougal Littell, Algebra Readiness, (2008); Holt Rinehart Winston, Geometry, (2004); McMillan McGraw-Hill, California Math Triumphs (2008); American Guidance Services, Consumer Mathematics (1997); Globe Fearon, Pre-Algebra (2001), Algebra I (2001), Geometry (2001). People's Education/Measuring Up to the CA Content Standards(2005), Prentice Hall/Algebra II CA ed (2008); McDougal Littell, Algebra I (2001).	Yes	0
Science	Holt, California Earth Science (2007), Holt California Life Science (2007), Holt California	Yes	0

	Physical Science (2007); Winston, Science Spectrum, Physical Science, (2001); Prentice Hall, Biology, (2004); Globe Fearon, Concepts and Challenges Physical Science, Earth Science, Life Science (2003). AGS Globe/Environmental Science(2007).		
History-Social Science	Teacher Institute Curriculum – History Alive! The Ancient World, The Medieval World, The United States through Industrialism (2006); Glencoe McGraw Hill, American Odyssey (2004), World History (2001), World Geography, (2000); Holt Rinehart Winston, Economics, (2003); Prentice Hall/Magruder's American Government(2006). Harlan Davidson, California: A History (2008). Globe Fearon, World Geography and Cultures (2002), World History (2002), U.S. History (2004), Economics (2001), American Government(2001).AGS Globe/World History(2008)	Yes	0
Foreign Language			
Health	Holt,Rinehart and Winston/Lifetime Health (2004)	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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	\$14,092	\$3,737	\$10,355	\$52,097
District	---	---	\$11,064	
Percent Difference: School Site and District	---	---	-6%	-17%
State	---	---		
Percent Difference: School Site and State	---	---	88%	

* **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 webpage 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 webpage 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)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The following categorical funds provide supplemental services for students at Blue Ridge School:

State Programs – School and Library Improvement, Professional Development, IMFRP, School Safety and Violence Prevention, CAHSEE Intensive Instruction, Art and Music Block Grant

Federal Programs – Title I-A, Title I- A ARRA, Title I-D, Title I-D ARRA, Title III English Learner

These funding sources provide direct services to students as specified in the requirements of each individual funding source. Services provided are done primarily through extended use of an Instructional Assistant and an extended school day. For details, refer to Blue Ridge School's Single Plan for Student Achievement.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,200	\$31,609
Mid-Range Teacher Salary	\$59,556	\$67,006
Highest Teacher Salary	\$79,912	\$102,402
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	\$94,101	N/A
Superintendent Salary	164,300	N/A
Percent of Budget for Teacher Salaries	24.08%	N/A
Percent of Budget for Administrative Salaries	8.62%	N/A

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

IX. Student Performance

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	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	0	16	27	39	39	41	49	52	54
Mathematics	0	0	0	35	37	35	46	48	50
Science	0	0	0	36	33	37	50	54	57
History-Social Science	0	0	19	26	30	31	41	44	48

* 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	41	35	37	31
All Student at the School	27	0	0	19
Male	35	0	0	27
Female	0	0	0	0
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	0	0	0	0
Native Hawaiian/Pacific Islander				
White	0	0	0	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	27	0	0	19
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

* 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 Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts				37	36	34	52	54	59
Mathematics				34	26	30	53	54	56

* 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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	66	20	14	70	22	9
All Students at the School						
Male	0	0	0	0	0	0

Female	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

* 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 webpage 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
9			

* 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 webpage 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			
Similar Schools			

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

Group	Actual API Change		
	2008-09	2009-10	2010-11

All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "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					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School			415	723	4,683,676	778
Black or African American			6		317,856	696
American Indian or Alaska Native			3		33,774	733
Asian			1		398,869	898
Filipino			0		123,245	859
Hispanic or Latino			84	620	2,406,749	729
Native Hawaiian/Pacific Islander			1		26,953	764
White			299	769	1,258,831	845
Two or More Races			20	695	76,766	836
Socioeconomically Disadvantaged			121	608	2,731,843	726
English Learners			27	531	1,521,844	707
Students with Disabilities			98	666	521,815	595

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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage 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	N/A	Yes
Met Graduation Rate (if applicable)	N/A	Yes

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 webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	16.7

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 webpage 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 webpage 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)	77.3	18.8	20	27.8	22.4	17.1	4.9	5.7	4.6
Graduation Rate	86.8			86.8	87.80	89.57	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

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	1		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/D
Native Hawaiian/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

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

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Due to the nature of the location of our school (Juvenile Detention facility), training in these areas is unacceptable.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	0

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	0	---

Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Our school budgets for professional development as appropriate to meet the needs of our instructional model. Including both 2010-11 and the 2011-12 school years, all teachers have participated in five (5) days of specialized technical support for serving English Learners in the Court School setting.