



BRIDGES Charter

1335 Calle Bouganvilla • Thousand Oaks, CA 91360 • (805) 492-3569 • Grades K-8

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

Ventura County Office of Education

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About the SARC

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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (805) 492-3569.

School Description

Mission

Our mission is to educate the whole child using a combination of innovative curriculum and instruction along with social/emotional education embedded in the program. Students will be enabled to reach their innate intellectual, creative, and leadership potential through our commitment to nourish curiosity, compassion, independence, resourcefulness, and respect for diversity.

Vision

Our vision is to create a K-8 learning community in which all teachers, parents and students partner to support the cognitive, emotional and social success of our students; where there exists positive, respectful and peaceful collaboration; and where children are enabled and empowered to become lifelong learners and compassionate global citizens.

Our Goal

BRIDGES Charter School is committed to providing a high quality, effective, and standards- based program through the education of the whole child, whereby the individual student is challenged, engaged, supported, healthy and safe. By providing three programs, Bridges Elementary School (K-5), CORE Academy Middle School (6-8) and Bridges Home School (K-8), we are able to provide a whole child education through a variety of different strategies both instructionally and with regards to curriculum.

Educational Philosophy

We (educators, parents and students) operate under the shared philosophy that we are all teachers and learners in our educational community. Educators view the classroom as a rich, evolving experience, and consider the learning styles of our students when planning a meaningful, balanced and standards-based curriculum. Students are primarily motivated by their interests and passions, yet can learn to be motivated by opportunities to challenge themselves and improve in areas they determine to be ripe for growth. Children learn best, and will be most motivated, in a nurturing, safe, and supportive environment, where their curiosities and talents are respected. Thus, the impact of positive interpersonal relationships between classroom and community members cannot be understated. It is through these positive, collaborative and respectful interactions that learning will best occur.

We believe the school day provides ample opportunities to discuss, engage in, and learn from everyday experiences, be it a current event or playground dynamics. The exploration of relevant and sometimes challenging social issues and circumstances provides practice in conflict resolution and creates a participatory classroom community. When children are active participants in their learning, what they learn becomes more relevant. Making learning relevant to the world around us is vital, as is providing a context-driven curriculum. Context-driven lessons and activities allow students to recall and utilize what they know already, and apply that prior knowledge to new experiences. Thus, the learning and practice of basic, fundamental skills becomes part of the process, not the goal itself. As students mature and matriculate from one level to the next, they will each work toward the goal of being a confident, participatory, socially responsible, and independent life-long learner.

The educational design of BRIDGES Charter School has its basis in the theory of constructivism (Piaget), which details how people learn. Understanding cannot simply be transferred by explanation from one mind (that of an educator) to another mind (that of a student). Rather, each of us constructs our own image of the universe and how it fits together through personal engagement with it. This approach is student-centered, whereby teachers (and parents) act as facilitators, providing the guidance and structure necessary for the children to construct meaning from their environment and experiences. Ultimately, children travel from engagement to learning, from learning to understanding, and from understanding to the competent application of information.

During this educational process and experience, our students will practice effective oral and written self-expression, critical thinking and problem solving, and learn personal responsibility. They will actively engage in the curriculum and find meaningful ways to demonstrate their mastery of concepts, be it thematic, collaborative, dramatic, presentation-style, or a combination of choices. Through cooperative activities and project-based learning, students will develop powerful reasoning, negotiating, and creative-thinking skills. Students will also learn to engage with a variety of learners, in order to further appreciate the variety of cumulative talents their groups have to offer, whether if be in cross-age groups, homogeneous groups, or while working with adults. Having ample opportunities to learn from, learn with, and assist in the learning of others builds and nurtures a sense of community and social responsibility, and fosters the skills necessary for life-long learning. Consequently, these fundamental life skills serve as a foundation for the pursuit of academic excellence and high achievement.

We believe that all children have an innate desire to learn and that children learn best by doing. Because we recognize that each child is unique, we have committed ourselves to creating an inclusive educational experience that combines current educational research, common sense, and attention to various needs and learning styles in order to move each child forward. We feel that such a dynamic, responsive learning environment is only possible when the student to adult ratio is dramatically lowered by consistent parent participation in the classroom. We also believe that a successful student is one who emerges from school as a balanced individual who is confident and competent not only academically, but also socially and emotionally.

In conclusion, it is our belief that learning best occurs when children are presented with ample opportunities to engage with others; when they have room for self-expression, creativity and mastery within the context of their learning; and where a nurturing educational environment is provided so that each student reaches his or her potential as a respected individual.

Opportunities for Parental Involvement

Board of Directors – Since the inception of the Board of Directors in 2009, we have had nine parents serve.

Parent Advisory Council (PAC) – Five member parent leadership organization established in Fall 2010. We have had eight parent representatives serve on our PAC. In the 2010 fiscal year the PAC raised over \$50,000.

Parent Managed Cohorts (PMC) – Small parent-led committees established to focus on specific needs of our school community. Examples of PMC include gardening, social events, grants, Harvest Festival, library, food.

Classroom Volunteers – Each family commits to 2 ½ hours a week toward volunteer activities. Over the past year we have had solid parent participation in areas of classroom assistance, fundraising, campus beautification, and project preparation.

Parent survey – need to include in Spanish – To solicit feedback from parents regarding the academic program, school environment, school climate, culture, sense of safety and school connection and overall satisfaction with the school.

Strategic planning session – To solicit input from parents and staff members on the vision and goals for board planning sessions.

Strategic board study sessions – During regularly scheduled board meetings, board would engage parents and staff to solicit feedback regarding charter input. This directly feeds into the programming philosophy of the school.

Director’s Coffee chats – To solicit direct input from parents regarding immediate issues on campus.

School board meetings – Regularly scheduled meetings. Because of brown act, public comments are saved for future agenda items placement.

CSCR parent survey (special education self study) – Parent survey self review regarding special education. Impacts compliance with regards to services.

WASC process (parent groups, teacher groups and teacher groups) – Parent meetings were held throughout the year for planning. 3 subcommittees for the WASC review (staff, parent and student). All groups reviewed the WASC report and spoke directly to the WASC review team.

Sub-committees (budget/finance, technology) - Subcommittees serve to work through specific areas of identified needs. They meet on an as needed basis and make recommendations to the director on issues affecting student learning. Budget, technology and curriculum.

School site council – Group of teachers, office and admin, parents to review school level reports including safety plan, SARC and LCAP.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	72
Gr. 1	48
Gr. 2	46
Gr. 3	43
Gr. 4	38
Gr. 5	37
Gr. 6	34
Gr. 7	31
Gr. 8	28
Total	377

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.5
Asian	2.4
Filipino	0.5
Hispanic or Latino	18.3
Native Hawaiian/Pacific Islander	0.0
White	74.3
Two or More Races	2.9
Socioeconomically Disadvantaged	12.7
English Learners	4.8
Students with Disabilities	10.9

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.		14.5	20.0		2	2		0	0		0	0
Gr. 1			18.0			1			0			0
Gr. 2		22.5	17.8		1	4		1	0		0	0
Gr. 3		25.0			0			1			0	
Gr. 4			21.0			1			1			0
Gr. 5		24.5	29.0		0	0		2	1		0	0
Gr. 6		29.0			0			2			0	
1-2		24.5			0			2			0	
4-5		27			0			2			0	
6-7		31			0			2			0	

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	.90	.70	2.6
Expulsions Rate	0	0	1
Districtwide	10-11	11-12	12-13
Suspensions Rate	47.98		
Expulsions Rate	0.05		

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

School Safety Plan

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.

The School Site Safety Plan was approved by the School Site council during the 2012/13 school year.

Detailed Disaster Policy adopted Fall of 2011

Detailed Safety Policy adopted Fall of 2011

Step-by-step Disaster Plan and Emergency Instructions developed for new site

Disaster Plan and Emergency Instructions distributed to staff and made available to all families

Regular drills for fire and earthquake

"District" for comparison purposes below is Ventura County Office of Education, as BRIDGES Charter School authorizing agency.

School Facility Conditions and Planned Improvements (School Year 2013-14)

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: September, 2012

School is currently located at a former Conejo Valley Unified School district elementary school campus under the provisions of Prop. 39. BRIDGES occupies 16 regular classrooms, one portable housing two classrooms, a portable for the library, the MPR and the administrative office space and workrooms. There are several large fenced-in fields and large sandbox housing swings and a play structure. In addition, there is a smaller separately fenced playground outside the K classrooms. There are two sets of restrooms on the main campus as well as a custodian closet and ballroom.

During 2011-2012 the school plans to modify the outdoor space by creating a garden, walking paths, an outdoor learning space and a water fountain.

School Facility Good Repair Status (School Year 2013-14)

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)

School Facility Good Repair Status

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
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]	[]	[]	

School Facility Good Repair Status

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

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	12	13	13
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	N/A
Without Full Credential	♦	♦	N/A

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
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.

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.

This school year, all teachers were trained by Lucy Caulkins in further developing and implementing Readers and Writers Workshop, which is the board approved reading and writing curriculum for Bridges Charter School. All grades (kinder through 8th grade) were successfully trained in the areas of implementation, lesson development and grade level transitions.

Teachers have also been given days to observe other programs locally in Ventura County to observe their implementation of Readers and Writers workshop. In addition, the teachers were also given time to observe each other and work together in developing grade level goals and plans as well as work in grade span teams to develop transition plans for kids as they progress through the grade levels while at Bridges.

Other professional development opportunities for staff members included attendance at: California Charter Schools Association annual conference, California Science conference, California School Board Members Association annual conference, Association of California School Administrators annual conference and various Ventura County Schools workshops.

During the 2012/13 school year, all teachers were trained by Ventura County Office of Education on Every Day Math, which is the board approved math curriculum for Bridges Charter School. All grades (first through fifth) were successfully trained in the areas of implementation, content knowledge and assessment. Follow up training sessions will happen over the course of the school year.

Over the course of the school year, teachers are provided with time to meet within grade level spans and within their own specific grade level to discuss and produce finished products. Projects included updated report cards, scope and sequencing for all grades levels and content areas, academic goals for each grade level and development of rubrics for benchmarks.

Teacher support through BTSA, individual observation, coaching, and Educational Coordinator goal setting meetings.

Future goals include development and implementation of data analysis systems, online benchmarks, online grade books and more interactive learning opportunities for staff members.

Core Academic Classes Taught by Highly Qualified Teachers

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: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	93.9	6.1
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	93.9	6.1

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.25
Psychologist	0.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.3
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Types of Services Funded (Fiscal Year 2012-13)

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.

All students are given assessments on a quarterly basis to determine educational status. Teachers meet with learning director and school psychologist weekly to monitor student's progress via an SST process. The lower grades provide students with additional literacy instruction in the afternoons. The kindergarten teachers provide the small group intensive instruction to those student identified by the primary grades teachers as at risk. The middle grades (2-5) have the option to meet afterschool with their teachers for additional support in both math and reading. The upper grades (middle school) have built in interventions classes via their elective programs. Students identified at risk will have one of their elective classes replaced with a seminar class in which the students receive additional instruction in targeted small groups.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,080	\$1,762	\$5,318	59,080
District	♦	♦	N/A	
State	♦	♦	\$5,537	
Percent Difference: School Site/District			N/A	N/A
Percent Difference: School Site/ State			-4.0	N/A

* **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 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 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: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	39,159	
Mid-Range Teacher Salary	59,080	
Highest Teacher Salary	77,934	
Average Principal Salary (ES)	116,000	
Average Principal Salary (MS)	N/A	
Average Principal Salary (HS)	N/A	
Superintendent Salary	116,000	
Percent of District Budget		
Teacher Salaries	70%	
Administrative Salaries	5%	

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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, 2014

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	Lucy Calkins Reader's Workshop (1-5); Lucy Calkins Writer's Workshop (1-5); Pearson Prentice Hall Reading in Social Studies (6-8); Holt McDougal Grammar for Writing (6-8)
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	Everyday Math (1-5); Glenco Math (6-7); CPM Algebra (8)
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	Pearson - Concepts and Challenges, Life, Earth, and Physical Sciences (6-8)
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	Glenco / McGraw Hill - Discovering the Past
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook:</p>	N/A
<p>Health</p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook:</p>	N/A
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook:</p>	N/A
<p>Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook:</p>	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.

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 (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) 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 star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	73	68	67	49	54	50	54	56	55
Math	61	56	68	42	45	45	49	50	50
Science	82	76	63	39	40	39	57	60	59
H-SS		63	52	19	20	19	48	49	49

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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	50	45	42	19
All Student at the School	67	68	63	52
Male	66	73	68	65
Female	68	62	59	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	63	60	62	
Native Hawaiian/Pacific Islander				
White	70	72	67	58
Two or More Races				
Socioeconomically Disadvantaged	71	74		
English Learners	50	67		
Students with Disabilities	48	55		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

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 www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.3	30.0	33.3
7	21.4	32.1	21.4

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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.

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 www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	B	-1	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White		-1	-1
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide		7	7
Similar Schools		2	1

Federal Intervention Program (School Year 2013-14)

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: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		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		100.0

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	229	42	4,655,989
	API-G	850	516	790
Black or African American	Students	2	1	296,463
	API-G			708
American Indian or Alaska Native	Students	1	0	30,394
	API-G			743
Asian	Students	4	1	406,527
	API-G			906
Filipino	Students	1	0	121,054
	API-G			867
Hispanic or Latino	Students	46	35	2,438,951
	API-G	826	495	744
Native Hawaiian/Pacific Islander	Students	0	0	25,351
	API-G			774
White	Students	167	4	1,200,127
	API-G	867		853
Two or More Races	Students	8	1	125,025
	API-G			824
Socioeconomically Disadvantaged	Students	29	39	2,774,640
	API-G	839	509	743
English Learners	Students	8	19	1,482,316
	API-G		493	721
Students with Disabilities	Students	36	11	527,476
	API-G	777	485	615

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, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

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

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 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 www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the of students who were a part of the school's most recent graduating class for which CDE has available data and meet 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)			
Graduation Rate			
Districtwide			
Dropout Rate (1-year)			
Graduation Rate	83.87	81.54	82.68
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

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

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 cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
Schoolwide			
English-Language Arts			
Mathematics			
Districtwide			
English-Language Arts	23	26	29
Mathematics	15	20	24
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

* Where there are student course enrollments.

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	71	16	13	76	20	4
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation	
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/ articulated between the school/ institutions of postsecondary education	

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Programs

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