

# School Accountability Report Card (SARC) Reported for School Year 2006-07

**Published During 2007-08**

## 2006-07 Executive Summary School Accountability Report Card

### Nicasio School

Address: 5555 Nicasio Valley Rd. , Nicasio CA 94946 Phone: (415) 662-2184  
Principal: Christy Stocker Grade Span: K - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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

Nicasio School is a unique public school that has been serving the Nicasio community for over 140 years. We offer a multi-graded educational program that focuses on the intellectual, emotional and social development of each of our students. Nicasio School students receive a challenging and creative academic program in a beautiful rural setting and safe, welcoming environment. Small class sizes, highly qualified teachers and staff, an involved board and dedicated parent volunteers contribute significantly to our school.

In order to meet the needs of our students, we provide a balanced curriculum that reflects both the state and local school district educational standards. In addition to using current state-adopted curriculum for all of our core subjects, we offer several enrichment programs to K-8 students through specialist instructors. Over the years, enrichment programs have included Spanish, Drama, Art, Music, and Poetry. At Nicasio School, student achievement and progress are measured through the state assessment (STAR and California Physical Fitness Test) as well as through county assessments prepared by the Marin Teaching Network (MTN), formerly known as Education Task Force (ETF).

We are proud of our accomplishments and look forward to further enhancing our educational program and meeting the needs of our students.

### Student Enrollment

Group	Enrollment
Number of students	63
African American	1.59 %
American Indian or Alaska Native	%
Asian	1.59 %
Filipino	%
Hispanic or Latino	12.7 %
Pacific Islander	%
White (not Hispanic)	69.84 %
Multiple or No Response	14.29 %
Socioeconomically Disadvantaged	%
English Learners	9 %
Students with Disabilities	17 %

# School Facilities

## Summary of Most Recent Site Inspection

The district takes great effort to ensure that the school facilities are clean, safe, and functional. To assist us in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school district office.

Our single—school district is comprised of 1 administrative building, 1 multi-purpose building, 4 classrooms, 1 resource room, a library, computer lab, science lab, and art studio. New construction and modernization were completed in 2002.

The school has custodian who works Monday through Friday to ensure that the campus is clean, safe, and in good working condition. Larger repair and maintenance projects are overseen by the Principal and other members of the administrative team and are addressed in a timely manner.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. During the summer of 2007, deferred maintenance funds were spent to touch up the exterior paint throughout the campus. Additional deferred maintenance funds were used in spring of 2008 to address a roof leak in the multi-purpose building.

## Repairs Needed

As of April 2008, the campus overall is in “good repair”. There are a couple projects that need to be addressed and are scheduled for repair and maintenance this spring (2008). The underground fire protection pipeline system needs to be flushed out, which the Marin County Fire Department will be completing by the end of the 2007-08 school year. Also, in several of the bathrooms, the water pressure in the sinks is very low, which is believed to be due to build-up of sediment in the screens. These are also scheduled for spring cleaning in May 2008.

## Corrective Actions Taken or Planned

As described above under “repairs needed” the few corrective actions to be taken are planned for spring 2008 and will be completed by the end of the 2007-2008 school year.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,064
District	\$7,064
State	\$4,943

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	74.5 %
Mathematics	54.9%
Science	87.5 %
History-Social Science	71.4%

## Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	875
Statewide Rank (from 2007 API Base Report)	10
2007-08 Program Improvement Status (PI Year)	n/a

## School Completion

Indicator	Result
Graduation Rate	n/a

## Postsecondary Preparation

Measures	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

## 2006-07 School Accountability Report Card (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

### I. About This School

#### Contact Information

This section provides the school's contact information.

School		District	
School Name	Nicasio	District Name	Nicasio
Street	5555 Nicasio Valley Rd.	Phone Number	(415) 662-2184
City, State, Zip	Nicasio , CA 94946	Web Site	Nicasioschool.org
Phone Number	(415) 662-2184	Superintendent	Stephen Rosenthal
Principal	Christy Stocker	E-mail Address	srosenthal@marin.k12.ca.us
E-mail Address	cstocker@marin.k12.ca.us	CDS Code	21-65409-6024483

#### School Description and Mission Statement

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

Nicasio School is a unique public school that has been serving the Nicasio community for since 1862. We offer a multi-graded educational program that focuses on the intellectual, emotional and social development of each of our students. Nicasio School students receive a challenging and creative academic program in a beautiful, safe and welcoming environment. Small class sizes, highly qualified teachers and staff, an involved board, and dedicated parent volunteers contribute significantly to our success.

Nicasio School prepares students to excel in high school and in life by attracting and maintaining outstanding teachers who deliver a stimulating curriculum through innovative instructional methods. Working with parents and the community, we support all students in reaching their full potential academically, physically, and emotionally by providing a safe and nurturing environment.

Benefiting from its unique rural setting, strong sense of community and distinguished history, Nicasio School will educate children to value learning, act with integrity, live a healthful life, and participate as responsible citizens both globally and locally.

#### Opportunities for Parental Involvement

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

Parents are encouraged to volunteer both in and outside the classroom. The Nicasio School Foundation sponsors several fundraising activities throughout the year. Funds raised help provide a number of enrichment programs school-wide including music, drama, art, and Spanish, as well as short-term programs such as dance, writing specialists, and technology assistance. Supplemental supplies and materials as well as upgrades to the campus are also generously donated.

## Student Enrollment by Grade Level

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

Grade Level	Number of Students
Kindergarten	4
Grade 1	5
Grade 2	7
Grade 3	5
Grade 4	8
Grade 5	9
Grade 6	12
Grade 7	6
Grade 8	7
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>63</b>

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.59 %	White (not Hispanic)	69.84 %
American Indian or Alaska Native	0%	Multiple or No Response	14.29 %
Asian	1.59 %	Socioeconomically Disadvantaged	0 %
Filipino	0 %	English Learners	9 %
Hispanic or Latino	12.7 %	Students with Disabilities	17 %
Pacific Islander	0 %		

## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3	12.0	2			11.0	2			10.5	2		
3-4												
4-8	11	2	2		11	2	2		19.2	4	1	
Other												

## II. School Climate

### School Safety Plan

A school safety plan is in place. The school Site Council annually creates a comprehensive survey in which parents, students and staff participate. Using information from this survey, the Site Council committee works together to update the safety plan to ensure that the campus is a safe environment for learning and that the staff and students are prepared in the event of an emergency.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	4.5	0.0	0.0	4.5	0.0	0.0
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

New construction and modernization of the entire campus was completed in 2002. The campus includes an administrative building, four classrooms, an art room, science lab, computer lab, library and multi-purpose building. Staff, students, parents and other members of the community have developed an outdoor organic garden. A soccer field and full-size basketball court were completed in 2003. Students and staff take pride in the campus and classes share responsibility in picking up trash around the campus. In addition, Nicasio School's parent community generously contributes resources (labor and materials) to help maintain and improve the school facility and grounds.

## School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

### Overall Summary of School Facility Good Repair Status

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Exemplary			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	5	5	5	5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	100.0
All Schools in District	100.0	100.0
High-Poverty Schools in District		100.0
Low-Poverty Schools in District	100.0	100.0

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**\*NOTE:** As needed, Nicasio School students do have access to a Resource Specialist Instructor, Speech and Language Therapist, Psychologist, and Nurse. Each year the Marin County Office of Education assigns staff to Nicasio School to ensure adequate support for our students.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Library Media Teacher (Librarian)	0	0
Library Media Services Staff (paraprofessional)	0	0
Psychologist	*	0
Social Worker	0	0
Nurse	*	0
Speech/Language/Hearing Specialist	*	0
Resource Specialist (non-teaching)	0	0
Resource Specialist (teaching)	*	0

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	K-5 Houghton Mifflin Adopted: 2003/04 6-8 Prentice Hall Silver, Copper and Bronze level readers; Core Literature including fiction/non-fiction/poetry Adopted: 2003/04	0% (All students have state adopted textbooks.)
Mathematics	K-5 Sadlier Oxford – Progress in Math Adopted: 2000/01 6 Scott Foresman “California Mathematics” Adopted: 2000/01 7 Pre-algebra – Prentice Hall Pre-algebra California Edition Adopted: 2000/01 8 Algebra – Prentice Hall Algebra California Edition Adopted: 2000/01	0% (All students have state adopted textbooks.)
Science	K-5 FOSS Science Adopted Spring 2007 6-8 CPO Science (Physical Science, Life Science, Earth Science) Adopted Spring 2007	0% (All students have state adopted textbooks.)
History-Social Science	K-5 Scott Foresman Adopted: 2005/06 6-8 TCI - History Alive! Adopted: 2005/06	0% (All students have state adopted textbooks.)
Foreign Language	6-8 Glencoe Middle School Spanish	0% (All students have state adopted textbooks.)
Health	n/a	n/a
Science Laboratory Equipment (grades 9-12)	n/a	n/a

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,771	N/A	\$6,771	\$48,440
District	N/A	N/A	\$6,771	\$
Percent Difference – School Site and District	N/A	N/A	\$0	\$0
State	N/A	N/A	\$4,943	\$54,130
Percent Difference – School Site and State	N/A	N/A	+37%	-11%

### Types of Services Funded

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

The district provides a wide range of programs and services funded through federal, state and local revenues including 4.5 FTE teachers, a part-time administrative assistant, a part-time bilingual aide, a part-time instructional aide and a lunch time supervisor.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 39606	\$36760
Mid-Range Teacher Salary	\$ 54314	\$52816
Highest Teacher Salary	\$ 64792	\$64666
Average Principal Salary (Elementary)	\$ 70000	\$83075
Average Principal Salary (Middle)	\$ 70000	\$86138
Average Principal Salary (High)	N/A	\$
Superintendent Salary	Provided by MCOE	\$98053
Percent of Budget for Teacher Salaries	36.6 %	38.5 %
Percent of Budget for Administrative Salaries	5.3 %	6.4 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>.

#### CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

**Note:** Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	78	71	75	78	71	75	40	42	43
Mathematics	80	73	55	80	73	55	38	40	40
Science	*	85	88	*	85	88	27	35	38
History-Social Science	*	*	*	*	*	*	32	33	33

#### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native				
Asian	*	*	*	*
Filipino				
Hispanic or Latino	*	*	*	*
Pacific Islander				
White (not Hispanic)	81	58	*	*
Male	72	55	*	*
Female	77	55	83	*
Economically Disadvantaged				
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>.

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

**\*Note:** Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	100	71	*	100	71	*	41	42	42
Mathematics	86	86	*	86	86	*	52	53	53

### NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	*	*
Male	*	*
Female	*	*
Economically Disadvantaged		
English Learners		
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

### Local Assessment Results

**\*Note:** Most grade levels at Nicasio School have fewer than 10 students. In order to protect student privacy, grade level scores for local assessments are not included in this report. The school does participate in county-based writing and portfolio assessments annually, offered through Marin Teaching Network (MTN), formerly called Education Task Force (ETF). The results of these assessments allow the school to monitor student progress and learning in relation to other students throughout Marin County. MTN scores are used to identify students' strengths and weaknesses in language arts, specifically in writing. From this information, teachers are able to develop individualized learning plans in order to better meet the needs of their students.

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

\* **Note:** Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	*
7	*
9	*

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	10	10	10
Similar Schools	N/A	N/A	N/A

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	19	2	-17	875
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	*	*	*	*	*	*	3.2	3.1	3.5
Graduation Rate	*	*	*	*	*	*	85.3	85.0	83.0

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	*	*	N/A
African American	*	*	N/A
American Indian or Alaska Native	*	*	N/A
Asian	*	*	N/A
Filipino	*	*	N/A
Hispanic or Latino	*	*	N/A
Pacific Islander	*	*	N/A
White (not Hispanic)	*	*	N/A
Socioeconomically Disadvantaged	*	*	N/A
English Learners	*	*	N/A
Students with Disabilities	*	*	N/A

## XI. Instructional Planning and Scheduling

### Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

## **Minimum Days in School Year**

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

During the 2007-08 school year, there are a total of 10 minimum days. On the days students leave campus early, teachers and staff remain on campus either to work individually or collaboratively on projects developed to improve the use of instructional time within the classrooms.