

Executive Summary School Accountability Report Card, 2006-07

For *Regency High at Harbor View*

Address: 490 W. 14th ST. Long Beach, CA 90813
Principal: Marisa Cammarata

Phone: (562) 591-8701, ext. 245
Grade Span: 7-12

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:

Regency High at Harbor View is a non-public, WASC accredited school owned and operated by SunBridge Harbor View Rehabilitation. The school contracts with local SELPAs and the Long Beach Unified School district providing an educational environment for students with special needs. The school is authorized to provide educational services through the state department of education Section 56366 of the California Education Code. The mission of the school is to return middle school and high school students (grades 7-12) to the public school program and provide a psychoeducational approach to learning for those who choose to graduate and walk with their graduating class at their local high school. We accomplish our mission through these major areas:

Through legal requirements:

NCLB compliant regarding teachers and staffing

- Primary therapist for individual and group counseling
- Professional growth for teachers in special education
 - Opportunity for student teaching
 - Assessment based upon state teaching standards and domains
 - Training in behavioral management
 - Pro-Act training for crises intervention

Through behavioral and coping skills training

- Includes counseling
 - Primary therapist
 - Group and individual
 - Crises intervention
- Includes a psychoeducational approach
- Point system
 - Incentive and rewards
- Behavior intervention plans are incorporated into the IEPs as needed.

Through academic skills training

- Classroom setting
- Curriculum
 - Aligned with district according to AB 1858
- Assessment
 - Teacher assessment
 - Work samples
 - SRA (reading-decoding program)
 - I-Learn (math program)
 - Supervised study (credit recovery)
- In accordance with LEA, the school has the option to offer a supervised study program that enables the students to make up credits in classes that they have either failed or received incompletes. The supervised study program **must** be documented in the IEP and is a part of the IEP process
- Transcript aligned with LEA
- CASHEE and STAR remedial teaching and testing
- Graduation groups
- Spanish classes
- After school work program

Through other services as needed

Nursing care

Medical personnel on call authorized med passing, TB testing and nursing assessments.
A nurse from LBUSD comes to the school to give hearing and vision tests to all students.

Conclusion:

We believe that Regency High offers the most comprehensive program available in the area serving high school students with special needs.

Student Enrollment

Teachers

Group	Enrollment
Number of students	50
African American	38%
American Indian or Alaska Native	2%
Asian	2%
Filipino	0%
Hispanic or Latino	42%
Pacific Islander	0%
White (not Hispanic)	16%
Multiple or No Response	0%
Socioeconomically Disadvantaged	0%
English Learners	0%
Students with Disabilities	0%

Indicator	Teachers
Teachers with full credential	2
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

In the last site review, this school was commended for thorough preparation for the site review, maintaining a high level of organization, effective coordination between the clinical and academic components, keeping transcripts updated, tracking progress of students on IEP goals and objectives, possessing the ability to clearly state the mission/purpose of the school, providing a clean wholesome school environment, good principal programs such as the Bridge Contest and Stock Market Game which are enriching, and establishing a high level of compliance.

Repairs Needed

No repairs or corrective actions needed.

Corrective Actions Taken or Planned

n/a

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 (grades 9-12)	0%

The school does not support a science laboratory.

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%

School Completion

Indicator	Result
Graduation Rate	n/a

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ n/a
District	\$ n/a
State	\$ n/a

Academic Progress

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

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

School Accountability Report Card Reported for School Year 2006-07

Published During 2007-08

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 on-line 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	Regency High School at Harbor View	District Name	Long Beach Unified School District
Street	490 W. 14 th ST	Phone Number	(562) 997-8242
City, State, Zip	Long Beach, CA 98013	Web Site	www.lbusd.k12.ca.us
Phone Number	(562) 591-8701 ext. 245	Superintendent	Christopher J. Stienhauser
Principal	Marisa Cammarata	E-mail Address	cstein@lbschools.net
E-mail Address	Marisa.Cammarata@sunh.com		

School

Description and Mission Statement

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

Regency High at Harbor View is a non-public, WASC-accredited school owned and operated by SunBridge Harbor View Rehabilitation. The school contracts with local SELPAs and the Long Beach Unified School district providing an educational environment for students with special needs. The school is authorized to provide educational services through the state department of education Section 56366 of the California Education Code. The mission of the school is to return middle school and high school students (grades 7-12) back to the public school program and provide a psychoeducational approach to learning for those who choose to graduate and walk with their graduating class at their local high school. We accomplish our mission through these major areas:

Through legal requirements:

NCLB compliant regarding teachers and staffing

- Primary therapist for individual and group counseling
- Professional growth for teachers in special education
 - Opportunity for student teaching
 - Assessment based upon state teaching standards and domains
 - Training in behavioral management
 - Pro-Act training for crises intervention

Through Behavioral and coping skills training

- Includes counseling
 - Primary therapist
 - Group and individual
 - Crises intervention
- Includes a psychoeducational approach
- Point system
 - Incentive and rewards
- Behavior intervention plans are incorporated into the IEPs as needed.

Through Academic Skills training

Classroom setting

Curriculum

Aligned with district according to AB 1858

Assessment

WJ

Teacher assessment

Work samples

SRA (reading-decoding program)

I-Learn (math program)

Supervised study (credit recovery)

In accordance with LEA, the school has the option to offer a supervised study program which enables the students to make up credits in classes that they have either failed or received incompletes. The supervised study program **must** be documented in the IEP and is a part of the IEP process.

Transcript aligned with LEA

CASHEE and STAR remedial teaching and testing

Graduation group

Spanish classes

After school work programs

Through other services as needed

Nursing care

Medical personnel on call authorized med passing, TB testing and nursing assessments.

LBUSD

A nurse from LBUSD comes to the school to give hearing and vision tests to all students.

Conclusion:

We believe that Regency High offers the most comprehensive program available in the area serving high school students with special needs.

Opportunities for Parental Involvement

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

Regency High School conducts parent/guardian teacher conferences once a year. At this time, parents/guardians have an opportunity to meet the teachers, education counselors and the rest of the education staff for meetings in every subject area. Primary therapists attend conferences when there is no parent/guardian or they are unable to attend. Parents/guardians are also invited to special events such as the Formal, Science Fair, and plays.

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	Grade Level	Number of Students
Kindergarten		Grade 8	3
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	12
Grade 3		Grade 10	10
Grade 4		Grade 11	11
Grade 5		Grade 12	13
Grade 6		Ungraded Secondary	
Grade 7	1	Total Enrollment	50

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	38%	White (not Hispanic)	16%
American Indian or Alaska Native	2%	Multiple or No Response	
Asian	2%	Socioeconomically Disadvantaged	
Filipino		English Learners	
Hispanic or Latino	42%	Students with Disabilities	
Pacific Islander			

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												
3-4												
4-8												
Other												

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12	2			12	2			12	1		
Mathematics	12	1			12	1			12	1		
Science	12	1			12	1			12	1		
Social Science	12	1			12	1			12	1		

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	0%	0%	0%
1	0%	0%	0%
2	0%	0%	0%
3	0%	0%	0%

II. School Climate

School Safety Plan

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

The school complies with state and local standards regarding disaster drills. The school performs monthly fire drills and random earthquake drills. Any staff member may call a code green. Code green is used in emergency situations when a student needs to be de-escalated. In this case the student will be given a verbal prompt and the least restrictive intervention will be used to ensure the safety of the student and staff. The interventions range from verbal prompts to physical interventions.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The school uses a level system. Each student is responsible for his/her own contract which contains their points for the day. There are 60 points possible and all the points are added up at the end of the week. Students will receive level A, B, or C with A being the highest and C the lowest. If a student displays any behavioral problems in class, he/she will receive a warning and then be asked to take a five-minute timeout.

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	n/a	n/a	n/a	n/a	n/a	n/a
Expulsions	n/a	n/a	n/a	n/a	n/a	n/a

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.

Regency High School is committed to maintaining a safe and clean environment. Every month the staff has a safety committee meeting that allows all departments to come together and discuss any safety concerns; a plan of correction is immediately implemented and reported to our facility maintenance department.

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		X		

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	1	1	2	
Without Full Credential	5	5	4	
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	2.5%	1.6%
All Schools in District	Unknown	Unknown
High-Poverty Schools in District	Unknown	Unknown
Low-Poverty Schools in District	Unknown	Unknown

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Teacher aides with 30-day STS credentials provide substitute coverage in the event of teachers missing assignments due to inservice or illness.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

All teachers are evaluated once a year using a corporate evaluation form. Teachers are evaluated by the principal using a self-made observation form which evaluates his/her lesson, student/teacher, teacher/aid interaction, behavior management in classroom, lesson plans, organization, etc.

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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		n/a
Library Media Teacher (Librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)		n/a
Other		6

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	Every student is provided with sufficient district texts aligned with state standards.	0%
Mathematics	Every student is provided with sufficient district texts aligned with state standards.	0%
Science	Every student is provided with sufficient district texts aligned with state standards.	0%
History-Social Science	Every student is provided with sufficient district texts aligned with state standards.	0%
Foreign Language	Every student is provided with sufficient district texts aligned with state standards.	0%
Health	Every student is provided with sufficient district texts aligned with state standards.	0%
Science Laboratory Equipment (grades 9-12)	0	0%

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	n/a	n/a		47,000
District	n/a	n/a		65,000
Percent Difference – School Site and District	n/a	n/a		0
State	n/a	n/a		Unknown
Percent Difference – School Site and State	n/a	n/a		Unknown

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 school offers counseling which is approved through our LEAs. The counselor is present two days out of the week. Student counseling hours are based upon the IEP and a team decision. Other services such as speech and language are offered on a one-to-one basis as provided with the IEP of the student.

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	47,000	Unknown
Mid-Range Teacher Salary	65,000	Unknown
Highest Teacher Salary	83,000	Unknown
Average Principal Salary (Elementary)	112,800	Unknown
Average Principal Salary (Middle)	112,800	Unknown
Average Principal Salary (High)	129,600	Unknown
Superintendent Salary	154,300	Unknown
Percent of Budget for Teacher Salaries	Unknown	Unknown
Percent of Budget for Administrative Salaries	Unknown	Unknown

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>. *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.*

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).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	n/a	n/a	n/a	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
Mathematics	n/a	n/a	n/a	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
Science	n/a	n/a	n/a	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
History-Social Science	n/a	n/a	n/a	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown

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	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	n/a	n/a	n/a	n/a
Male	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a
Economically Disadvantaged	n/a	n/a	n/a	n/a
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

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/>. *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.*

[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.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
Mathematics	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown

[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 Above the National Average	
	Reading	Mathematics
African American	n/a	n/a
American Indian or Alaska Native	n/a	n/a
Asian	n/a	n/a
Filipino	n/a	n/a
Hispanic or Latino	n/a	n/a
Pacific Islander	n/a	n/a
White (not Hispanic)	n/a	n/a
Male	n/a	n/a
Female	n/a	n/a
Economically Disadvantaged	n/a	n/a
English Learners	n/a	n/a
Students with Disabilities	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
K	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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	n/a
7	n/a
9	n/a

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. 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	2005	2006	2007
Statewide	n/a	n/a	n/a
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	n/a	n/a	n/a	n/a
African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a	n/a
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a

State Award and Intervention Programs

This section contains information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Public funding does not support the school's participation in intervention and award program.

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	n/a	
Participation Rate - English-Language Arts	n/a	
Participation Rate - Mathematics	n/a	
Percent Proficient - English-Language Arts	n/a	
Percent Proficient - Mathematics	n/a	
API	n/a	
Graduation Rate	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	
First Year of Program Improvement	n/a	
Year in Program Improvement	n/a	
Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	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)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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	0	Unknown	Unknown
African American	0	Unknown	Unknown
American Indian or Alaska Native	0	Unknown	Unknown
Asian	0	Unknown	Unknown
Filipino	0	Unknown	Unknown
Hispanic or Latino	0	Unknown	Unknown
Pacific Islander	0	Unknown	Unknown
White (not Hispanic)	0	Unknown	Unknown
Socioeconomically Disadvantaged	0	Unknown	Unknown
English Learners	0	Unknown	Unknown
Students with Disabilities	0	Unknown	Unknown

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

The school participates in the ILP (Independent Living Program).

Career Technical Education Participation

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

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

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	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

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	n/a
English	0	n/a
Fine and Performing Arts	0	n/a
Foreign Language	0	n/a
Mathematics	0	n/a
Science	0	n/a
Social Science	0	n/a
All courses	0	n/a

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Students are given a Pre-GED test. Students take SAT prep tests on an individual basis. Students participate in a graduation group in which they are given information on resources needed to be successful after high school.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE web site at <http://www.cde.ca.gov/ds/sp/ai/>. *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.*

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test	n/a	n/a	n/a
Average Verbal Score	n/a	n/a	n/a
Average Math Score	n/a	n/a	n/a
Average Writing Score	n/a	n/a	n/a

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

This school uses the Peabody Individual Achievement Test (PIAT) to assess students within 30 days of enrollment, the SRA corrective reading program to help improve the students decoding skills, the I-Learn interactive math program to help improve math skills, and on-line Spanish classes to fulfill their foreign language requirement for graduation. GED pre-tests are offered to those students who do not have enough credits to graduate. CAHSEE prep classes are available to help students prepare for the California High School Exit Exam.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

This school provides teachers with the opportunity to complete their student teaching and offers inservices throughout the school year. This school also offers its Reading and English teachers the services of a literacy coach to help them or give them ideas on how to help their students improve their reading skills.

Instructional Minutes

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

Grade	Instructional Minutes
--------------	------------------------------

Level	Offered	State Requirement
K	0	36,000
1	0	50,400
2	0	50,400
3	0	50,400
4	0	54,000
5	0	54,000
6	0	54,000
7	66,150	54,000
8	66,150	54,000
9	66,150	64,800
10	66,150	64,800
11	66,150	64,800
12	66,150	64,800

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	210	180
10	210	180
11	210	180
12	210	180

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.

Four days are set aside for inservice and minimum days are scheduled for staff development. Students also have mandatory summer school for 30 days.
