

Executive Summary School Accountability Report Card, 2009-10

For: Guiding Hands School, Inc.

**Address: 4900 Windplay Dr.
El Dorado Hills, CA 95762**

Phone: 916-939-0553

Principal: Starranne Meyers

Grade Span: Preschool-12th grade

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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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

Guiding Hands School, Inc. provides educational services for children ages 2-19 years old, both with and without disabilities by implementing a full inclusion format. Typically developing children are included in all core curriculum activities in the age/grade appropriate classrooms. Disabilities served at Guiding Hands School are Autism, Multiple Disabilities, Mental Retardation, Other Health Impairments, Emotional Disturbance, Speech & Language and Specific Learning Disabilities. There are two curricular options available for children with disabilities at Guiding Hands School. The first option follows state standards core curriculum for students who have mild to moderate handicapping conditions. The second option follows state CAPA standards for students with moderate to severe disabilities. Guiding Hands School places emphasis on individual growth areas in both small and large group instruction by using a wide range of activities including activity based approach and direct instruction. Related services include Speech and Language, Occupational Therapy, and Vocational Instruction (CBI), which assists our students in reaching their individual goals. Guiding Hands School utilizes a behavior therapy approach that assists students in acquiring socially appropriate skills. Social skills instruction is necessary to assist our students developing pro-social skills in order to transition successfully back to their home school districts. The program serves approximately 125-230 students and provides preschool-elementary grades on Building A campus and middle school-high school on Building B campus. Both campuses are housed on a beautifully landscaped 4 acre parcel in El Dorado Hills. Guiding Hands School is also licensed through Community Care Licensing for preschool, pre-k and extended day programs. The Guiding Hands School motto is "acceptance of all, exclusion of none".

Student Enrollment

Group	Enrollment
Number of students	135
African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	%
Pacific Islander	%
White (not Hispanic)	%
Multiple or No Response	%
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%

Teachers

Indicator	Teachers
Teachers with full credential	10
Teachers without full credential	7
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

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

*State testing information on student performance is kept at each child's home district.

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	%
Statewide Rank (from 2008 Base API Report)	%
2009-10 Program Improvement Status (PI Year)	%

*API scores for Guiding Hands School, Inc. are N/A, because reporting is based on regular education rather than Special Education.

School Facilities

Summary of Most Recent Site Inspection

All inspections are current without deficiencies.

Repairs Needed

All repairs are current. None noted at this time.

Corrective Actions Taken or Planned

No corrective actions.

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%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

*All children at Guiding Hands School, Inc. have their own text books and materials provided to them. Updated math and reading series.

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$125.00 per day
District	\$
State	\$

School Completion

Indicator	Result
Graduation Rate	N/A
Guiding Hands School, Inc. has expanded to high school for the 2010-2011 school year and will participate in the California High School Exit Examination, as our students complete up to ninth grade.	

Postsecondary Preparation

Measures	Percent
N/A	
Guiding Hands School, Inc. will participate in the California High School Exit Examination as our students complete eighth grade.	

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	
Average Scale Score - National	
Achievement Level - Basic	%
Achievement Level - Proficient	%
Achievement Level - Advanced	%
*Data kept at each child's home district	

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	
Average Scale Score - National	
Achievement Level - Basic	%
Achievement Level - Proficient	%
Achievement Level - Advanced	%
*Data kept at each child's home district	

NAEP Reading, Grade 8

Level	Result
State Average Scale Score	
Average Scale Score - National	
Achievement Level - Basic	%
Achievement Level - Proficient	%
Achievement Level - Advanced	%
*Data kept at each child's home district	

NAEP Mathematics, Grade 8

Level	Result
State Average Scale Score	
Average Scale Score - National	
Achievement Level - Basic	%
Achievement Level - Proficient	%
Achievement Level - Advanced	%
*Data kept at each child's home district	

School Accountability Report Card Reported for School Year 2009-10

Published During 2009-10

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 on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Guiding Hands School, Inc	District Name	Buckeye Unified School District
Street	4900 Windplay Drive	Phone Number	(530) 677-2261
City, State, Zip	El Dorado Hills, CA 95762	Web Site	www.buckeyeusd.org
Phone Number	(916) 939-0553	Superintendent	Nancy Dickerson
Principal	Starranne Meyers	E-mail Address	ndickerson@buckeyeusd.org
E-mail Address	smeyers@ghandsschool.com	CDS Code	09-61838-7086846

School Description and Mission Statement (School Year 2009-2010)

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

Guiding Hands School, Inc. will provide instruction 210 days per year, 330 minutes a day for preschool through twelfth grades. The certified teacher ratio is 1:15 with an adult to student ratio of 1:5. Total enrollment in each class will be limited to 15 students. The educational program will focus on individual goals combined with both teacher and student directed activities, small and large groups, centers and thematic programming. Students benefit from behavior, speech & language and occupational therapies offered at Guiding Hands School. California State Standards are followed throughout the school's curriculum.

The mission of Guiding Hands School, Inc. is to enhance the cognitive, social, behavioral and emotional growth of children ages 2-19 years by developing a partnership between professionals and parents in order to cooperatively foster a developmentally individualized program within a multicultural learning environment, thereby creating a solid educational basis in which children can transition smoothly into the public school system.

Opportunities for Parental Involvement (School Year 2009-2010)

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

Guiding Hands School, Inc. offers a variety of opportunities for parents to be involved with their child's school experience. School events such as the Fall Festival, Winter Performance, Book Faire, Family Fun Day provide opportunity for participation. Additionally Guiding Hands School provides parent conferences twice annually to check on how their student is performing towards state standards. Parents are invited to check on their students as often as they choose with our open door policy.

Student Enrollment by Grade Level (School Year 2009-2010)

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	3	Grade 8	6
Grade 1	5	Ungraded Elementary	30
Grade 2	13	Grade 9	4
Grade 3	12	Grade 10	1
Grade 4	13	Grade 11	0
Grade 5	13	Grade 12	0
Grade 6	8	Ungraded Secondary	0
Grade 7	12	Total Enrollment	120

Student Enrollment by Group (School Year 2009-2010)

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	22%	White (not Hispanic)	43.5%
American Indian or Alaska Native	0%	Multiple or No Response	11%
Asian	3.5%	Socioeconomically Disadvantaged	0%
Filipino	1%	English Learners	0%
Hispanic or Latino	18%	Students with Disabilities	0%
Pacific Islander	0%	Other	1%

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	2006-07			2007-08			2008-09					
	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	10	1			10	1			10	1		
Mathematics	10	1			10	1			10	1		
Science	10	1			10	1			10	1		
Social Science	10	1			10	1			10	1		

III. School Climate

School Safety Plan (School Year 2009-2010)

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

Guiding Hands School, Inc. has a safety committee that has instituted the safety policy's that are in place. Our Safety Manual encompasses the following areas: Fire Prevention, Smoke Detectors, Fire Extinguishers, First Aide, Student Van Safety, Earthquake Safety, Transportation Evacuation Plans, Child Mission from Campus, Gun Fired or Intruder on Campus as well as Employee Safety Plans. We currently have the following safety inspections in place for: Food Service, Fire Protection and Prevention, Building Inspection, Fire Sprinkler Inspections, Special Health Department Inspections, Playground Safety Inspections, Semi-Annual Safety Self-Inspections and Vehicle Safety Inspections.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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

Guiding Hands School is located on four acres in beautiful El Dorado Hills business park. There are two buildings one housing preschool-elementary grades and the second, housing secondary students. Facilities are clean, with natural light that enhances the well maintained facility. Each August and December the facility completes all necessary maintenance and receives a thorough cleaning (floors are waxed, deep carpet cleaning, etc.). The Health Department and Fire Department evaluate the program annually. Social Services licenses the facility and completes the annual inspections.

School Facility Good Repair Status (School Year 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x				Inspected 9/10
Interior: Interior Surfaces	x				Inspected 9/10
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	x				Monthly Pest Check
Electrical: Electrical	x				Inspected 9/10
Restrooms/Fountains: Restrooms, Sinks/Fountains	x				All in good working order
Safety: Fire Safety, Hazardous Materials	x				Inspection 10/10
Structural: Structural Damage, Roofs	x				Inspection 1/08
External: Playground/School Grounds, Windows/Doors/Gates/Fences	x				Inspection 7/09
Overall Rating	Excellent				

V. 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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School				District
	2006-07	2007-08	2008-09	2009-10	2008-09
With Full Credential		9	10	10	
Without Full Credential		9	7	7	
Teaching Outside Subject Area of Competence					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	2007-08	2008-09	2009-10
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 (School Year 2009-2010)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	10	7
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-2010)

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	1	
Library Media Teacher (librarian)	Volunteers	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist (non-teaching)	0	N/A
Other/ Occupational Therapist	3	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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/or Instructional Materials
Reading/Language Arts	See Below Link	
Mathematics	See Below Link	
Science	See Below Link	
History-Social Science	See Below Link	
Foreign Language	See Below Link	
Health	See Below Link	
Visual and Performing Arts	See Below Link	
Science Laboratory Equipment (grades 9-12)	See Below Link	

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VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-2010)

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 can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	Data provided by LEA			
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A	Data provided by the LEA	
State	N/A	N/A		
Percent Difference – School Site and State	N/A	N/A	Data provided by the LEA	

Types of Services Funded (Fiscal Year 2009-2010)

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

[Narrative provided by the LEA](#)

Standardized Testing and Reporting 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)				
Male				
Female				
Economically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

*No reporting for Special Education

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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts									
Mathematics									

*N/A

California High School Exit Examination Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students						
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						*N/A
Male						
Female						
Economically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2009-2010)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

X. 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 Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	*No Special Education students ranked.		
Similar Schools			

Academic Performance Index Growth 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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	*Does not state Special Education API change – No comparison			
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2009-2010)

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		
Participation Rate - English-Language Arts		
Participation Rate - Mathematics		
Percent Proficient - English-Language Arts	*No Special Education	
Percent Proficient - Mathematics		
API		
Graduation Rate		

Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page 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	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

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 are 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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)									
Graduation Rate				<i>Data Not Found</i>					

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

N/A, High School program implemented July, 2010

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Narrative provided by the LEA

Career Technical Education Participation (School Year 2009-2010)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	
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	

Courses for University of California and/or California State University Admission (School Year 2009-2010)

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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

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

Advanced Placement Courses (School Year 2009-2010)

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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	Not Offered	N/A
English	Not Offered	N/A
Fine and Performing Arts	Not Offered	N/A
Foreign Language	Not Offered	N/A
Mathematics	Not Offered	N/A
Science	Not Offered	N/A
Social Science	Not Offered	N/A
All courses	Not Offered	N/A

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

*N/A

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4					
Reading 2007, Grade 8	<i>Results May Be Found at District Office</i>				
Mathematics 2009, Grade 4					
Mathematics 2009, Grade 8					

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4				
Reading 2007, Grade 8	<i>Results May Be Found at District Office</i>			
Mathematics 2009, Grade 4				
Mathematics 2009, Grade 8				