

# Community School for Creative Education



## Becky Westbrook, Principal

Principal, Community School for Creative Education

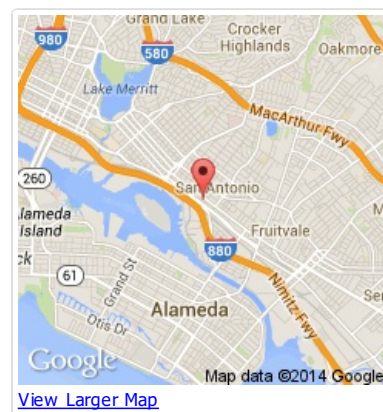
### About Our School

The Community School for Creative Education is among the most diverse schools in diverse Oakland. It is also the country's first Waldorf-inspired, equity-focused multicultural elementary charter in the country. We are proud of our brilliant children, our amazing teachers, our remarkable families and of the path we're on.

### Contact

2111 International Boulevard  
Oakland, CA  
94606

Phone: 510-686 4131  
E-mail: [beckyw@communityschoolforcreativeeducation.org](mailto:beckyw@communityschoolforcreativeeducation.org)



[View Larger Map](#)

## Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

## DataQuest

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

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	Community School for Creative Education
<b>Street</b>	2111 International Boulevard
<b>City, State, Zip</b>	Oakland, Ca, 94606
<b>Phone Number</b>	510-686 4131
<b>Principal</b>	Becky Westbrook, Principal
<b>E-mail Address</b>	<a href="mailto:beckyw@communityschoolforcreativeeducation.org">beckyw@communityschoolforcreativeeducation.org</a>
<b>County-District-School (CDS) Code</b>	01100170123968

District	
<b>District Name</b>	Alameda County Office of Education
<b>Phone Number</b>	(510) 887-0152
<b>Web Site</b>	<a href="http://www.acoe.org">http://www.acoe.org</a>
<b>Superintendent First Name</b>	Sheila
<b>Superintendent Last Name</b>	Jordan
<b>E-mail Address</b>	<a href="mailto:sheilaj@aco.org">sheilaj@aco.org</a>

*Last updated: 2/5/2014*

### School Description and Mission Statement (School Year 2012-13)

We are the country's first Transitional K - 4 Waldorf-Inspired, Standards-Aligned, Equity-Focused Charter. Oakland Community Organizations is our founding and key partner.

Our Vision Is:

The Community School for Creative Education envisions a future in which: all children have access to quality education; all children experience success in community and career; and youth voices contribute in valued and meaningful ways to the success of a thriving, equitable, and multi-cultural society.

Our Mission Is:

To achieve our vision, the Community School for Creative Education is a pre-K through 8th grade charter school that partners with families and communities to serve the richly diverse students of Oakland, California. The school is committed to promoting equity in education by providing a rigorous, standards-based academic program integrated into a culturally rich, arts-infused curriculum and guided by ongoing assessment. Through nurturing the whole child – head, heart, and hands – our school prepares culturally competent, well-rounded, lifelong learners and leaders to be college-ready, confident and culturally competent, and prepared to lead, contribute to, and successfully participate in our rapidly changing multicultural society.

*Last updated: 2/5/2014*

### Opportunities for Parental Involvement (School Year 2012-13)

Our parents are our children's first teachers. The school works in partnership with the parents.

Key avenues for involvement are:

1. Ongoing volunteer opportunities:

--classroom reps

--participation in any classroom is encouraged

2. Weekly meetings include:

--presenting at an Assembly

--participation in parent and principal and executive director tea after weekly Assembly

3. Monthly meetings include:

--Parent Meeting (build on research tested Head Start model of parent empowerment)

--Break The Ice Cultural Humility meetings with families and staff and community

--Fundraising

-- School Site Council

*Last updated: 2/5/2014*

# Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

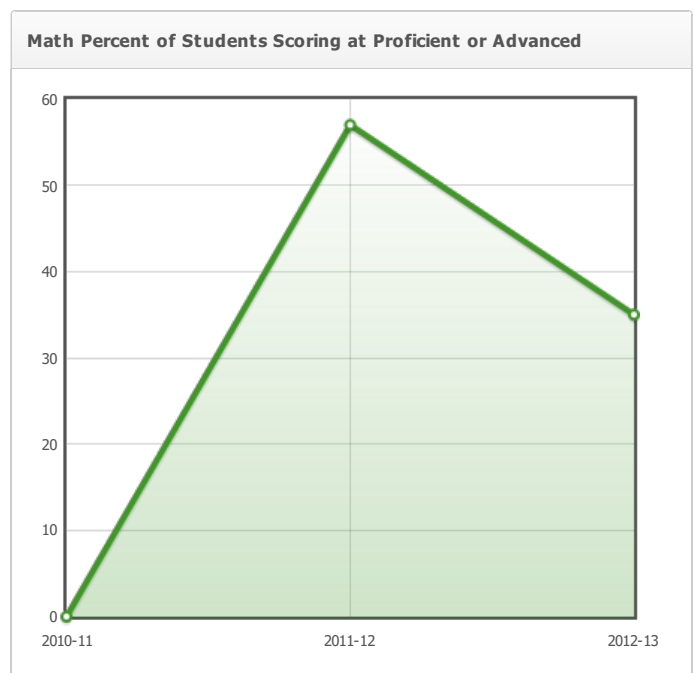
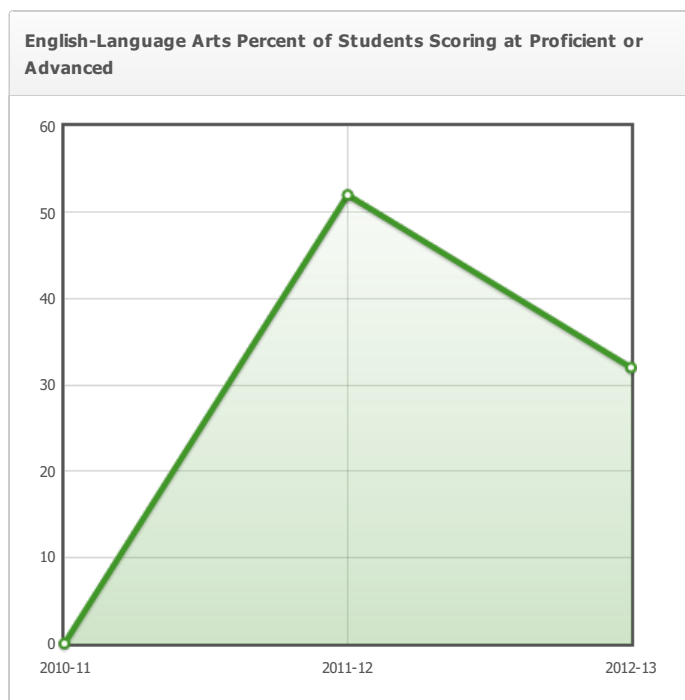
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

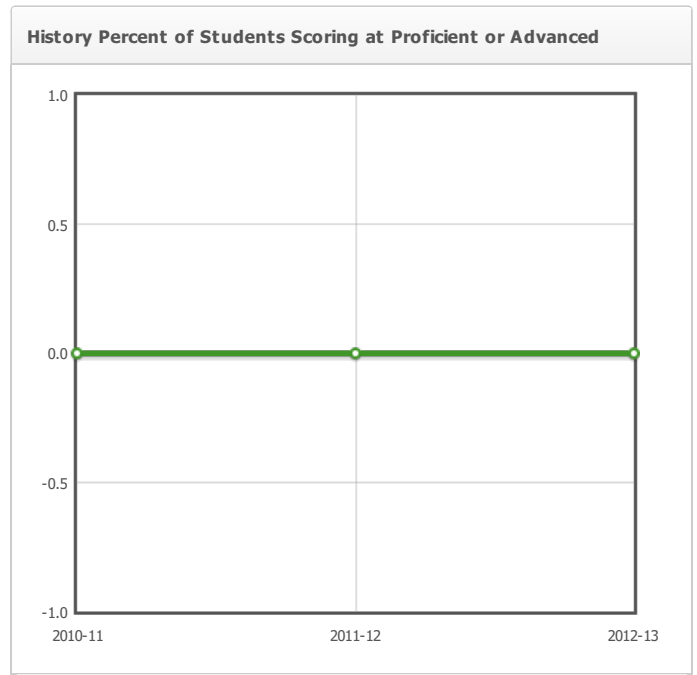
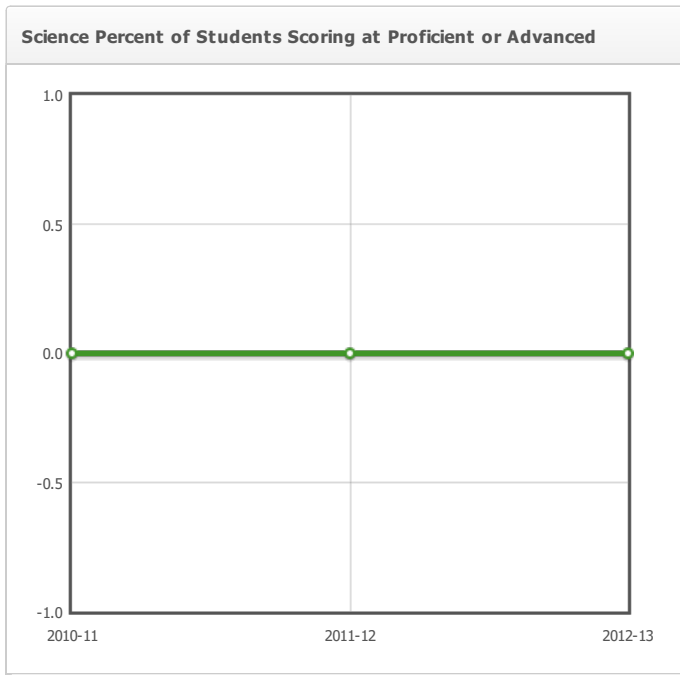
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

## Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	52%	32%	43%	43%	44%	54%	56%	55%
Mathematics	N/A	57%	35%	43%	43%	43%	49%	50%	50%
Science	N/A	N/A	N/A	36%	32%	39%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	29%	28%	30%	48%	49%	49%

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.





Last updated: 2/5/2014

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	44%	43%	39%	30%
All Students at the School	32%	35%	N/A	N/A
Male	29%	34%	N/A	N/A
Female	34%	36%	N/A	N/A
Black or African American	29%	31%	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	21%	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	54%	62%	N/A	N/A
Two or More Races	25%	38%	N/A	N/A
Socioeconomically Disadvantaged	24%	32%	N/A	N/A
English Learners	8%	17%	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

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.

Last updated: 2/5/2014

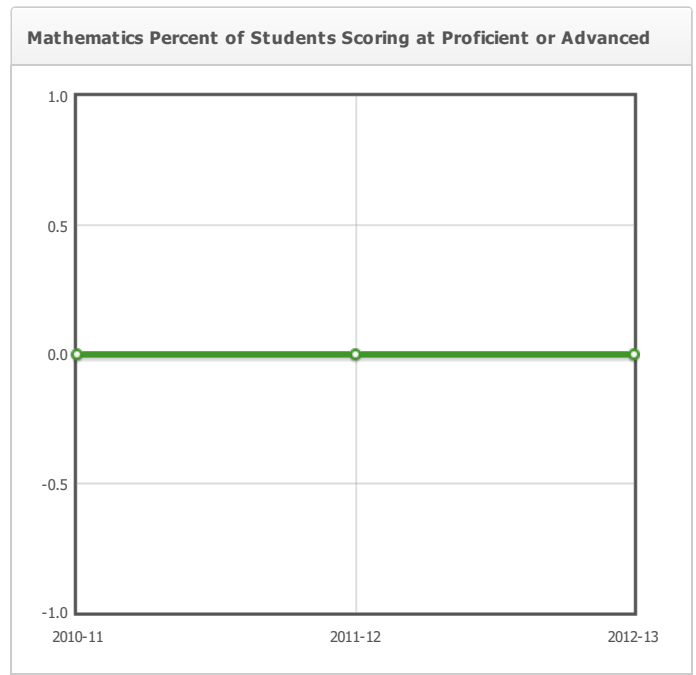
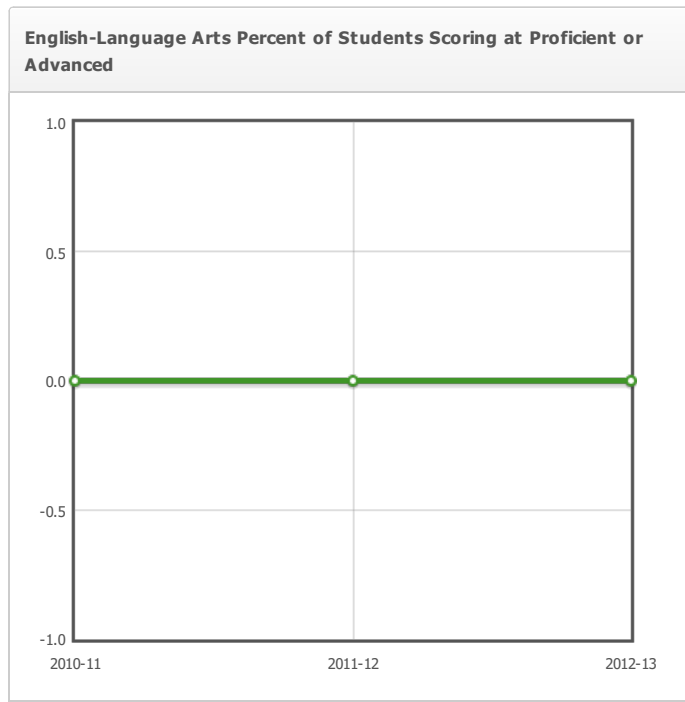
# California High School Exit Examination Results for All Grade Ten Students –

## Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	34%	26%	37%	59%	56%	57%
Mathematics	N/A	N/A	N/A	31%	29%	37%	56%	58%	60%

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.



Last updated: 2/5/2014

## California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

*Last updated: 2/5/2014*



## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

*Last updated: 2/5/2014*

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### 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	2010-11	2011-12	2012-13
Statewide		726	660
Similar Schools		NA	NA

*Last updated: 2/5/2014*

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School		79	110
Black or African American		21.5%	27.5
American Indian or Alaska Native		0	1%
Asian		6%	5.1
Filipino			1.5
Hispanic or Latino		26.5%	39.1
Native Hawaiian or Pacific Islander		0	0
White		27%	15.2
Two or More Races		19%	10.6
Socioeconomically Disadvantaged		34%	61 %
English Learners		11%	26.8
Students with Disabilities		7.5%	13%

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

*Last updated: 2/5/2014*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	47	660	73	496	4,655,989	790
Black or African American	11	557	32	466	296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	3		0		406,527	906
Filipino	1		1		121,054	867
Hispanic or Latino	13	577	25	503	2,438,951	744
Native Hawaiian or Pacific Islander	0		1		25,351	774
White	10		8		1,200,127	853
Two or More Races	9		5		125,025	824
Socioeconomically Disadvantaged	28	584	49	493	2,774,640	743
English Learners	10		19	530	1,482,316	721
Students with Disabilities	6		10		527,476	615

Last updated: 2/5/2014

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

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

Last updated: 2/5/2014

## Federal Intervention Program (School Year 2013-14)

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Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

<b>Indicator</b>	<b>School</b>	<b>District</b>
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	85.7%

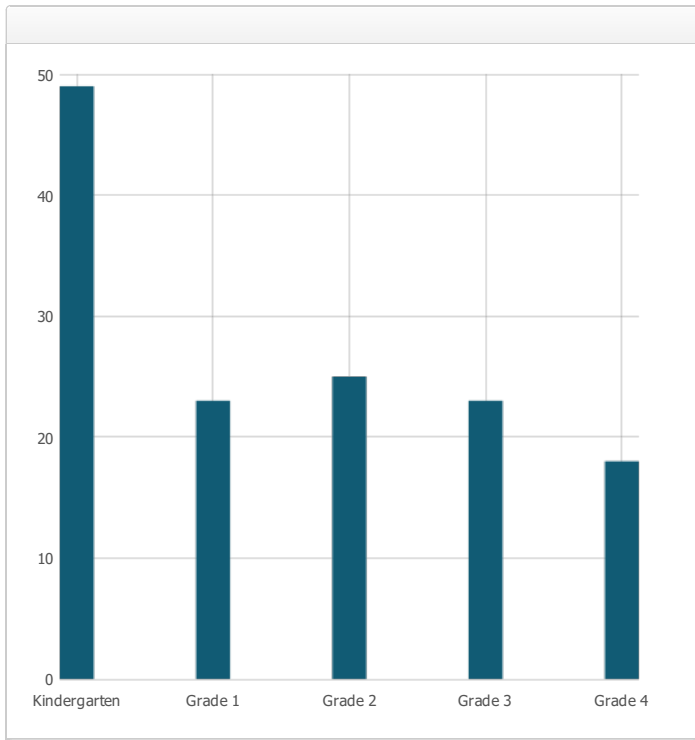
Note: Cells shaded in black or with N/A values do not require data.

*Last updated: 2/5/2014*

# School Climate

## Student Enrollment by Grade Level (School Year 2012-13)

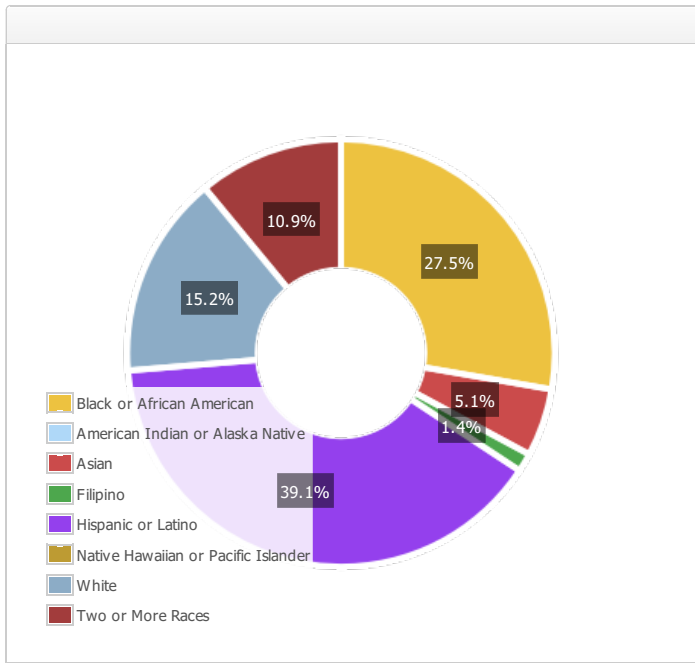
Grade Level	Number of Students
Kindergarten	49
Grade 1	23
Grade 2	25
Grade 3	23
Grade 4	18
<b>Total Enrollment</b>	<b>138</b>



Last updated: 2/5/2014

## Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	27.5
American Indian or Alaska Native	0.0
Asian	5.1
Filipino	1.4
Hispanic or Latino	39.1
Native Hawaiian or Pacific Islander	0.0
White	15.2
Two or More Races	10.9
Socioeconomically Disadvantaged	52.2
English Learners	27.5
Students with Disabilities	9.4



Last updated: 2/5/2014

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

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.5				2	0	0	24.0		2		
1	18.0				1	0	0	23.0		1		
2	17.0				1	0	0	25.0		1		
3	9.0				1	0	0	23.0		1		
4								18.0	1			
5												
6												
Other												

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/5/2014

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

Subject	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/5/2014

## School Safety Plan (School Year 2012-13)

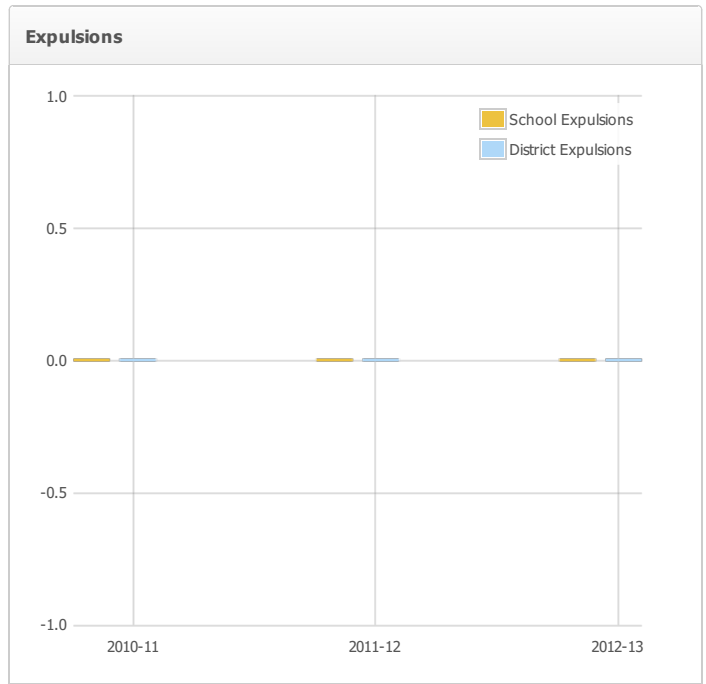
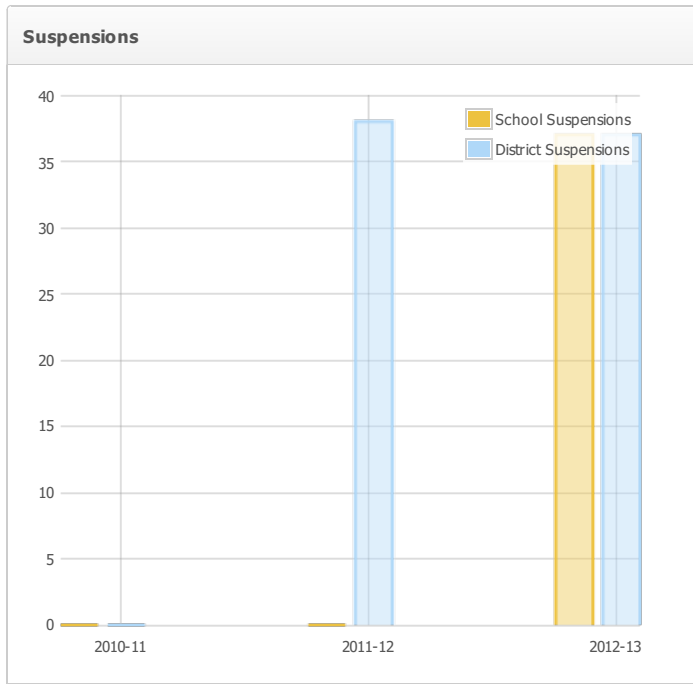
The school has emergency drills on a regular schedule (e.g., earthquake, fire, shelter in place). Emergency exit maps are posted in each room. Plans are reviewed with the staff each August before the beginning of school.

Last updated: 2/5/2014

# Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions		0.00	37.00		38.00	37.00
Expulsions		0.00	0.00		0.00	0.00

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 2/5/2014

## School Facilities

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

Fair
Fair
Fair

Last updated: 2/5/2014

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	1 bathroom outside by playground in need of repair Report to district has been made
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	

### Overall Facility Rate (School Year 2013-14)

Overall Rating	Fair
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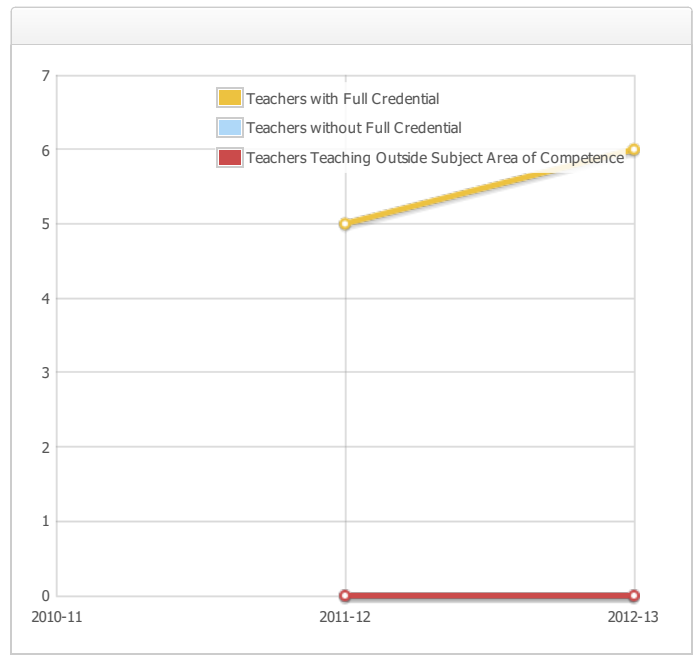
Last updated: 2/5/2014



# Teachers

## Teacher Credentials

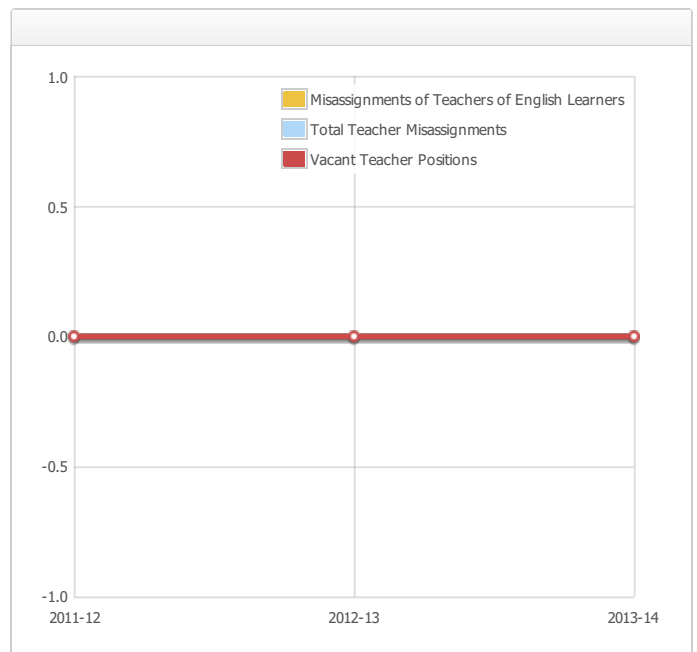
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential		5	6	6
Without Full Credential		0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	0



Last updated: 2/5/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/5/2014

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 2/5/2014*

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells shaded in black or with N/A values do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

*Last updated: 2/5/2014*

## Curriculum and Instructional Materials

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2012

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Open Court 2002	Yes	0.0
Mathematics	Everyday Math 2010	Yes	0.0
Science			0.0
History-Social Science			0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

*Last updated: 2/5/2014*

## School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$15,947	\$10,741	\$5,206	\$42,250
District	N/A	N/A	\$5,206	\$42,250
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7,846	\$68,306
Percent Difference – School Site and State	N/A	N/A	-33.00%	-38.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 2/6/2014

### Types of Services Funded (Fiscal Year 2012-13)

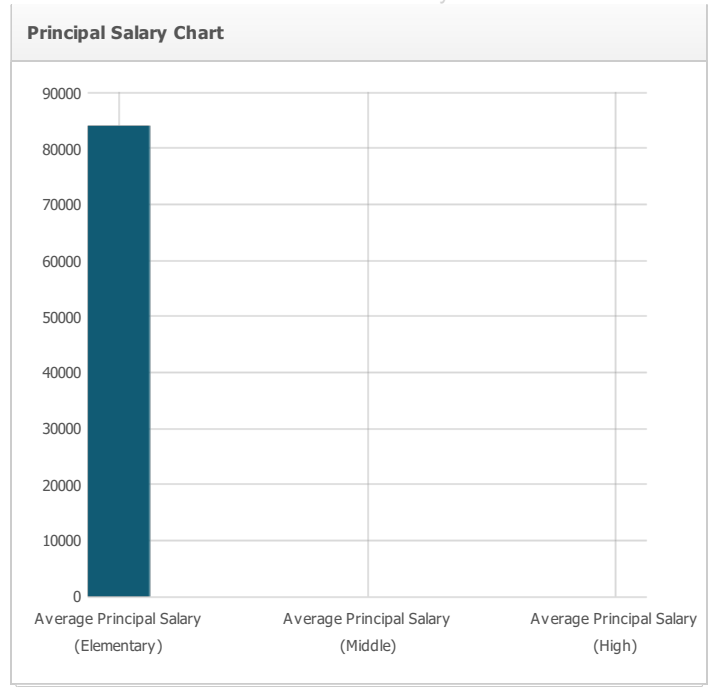
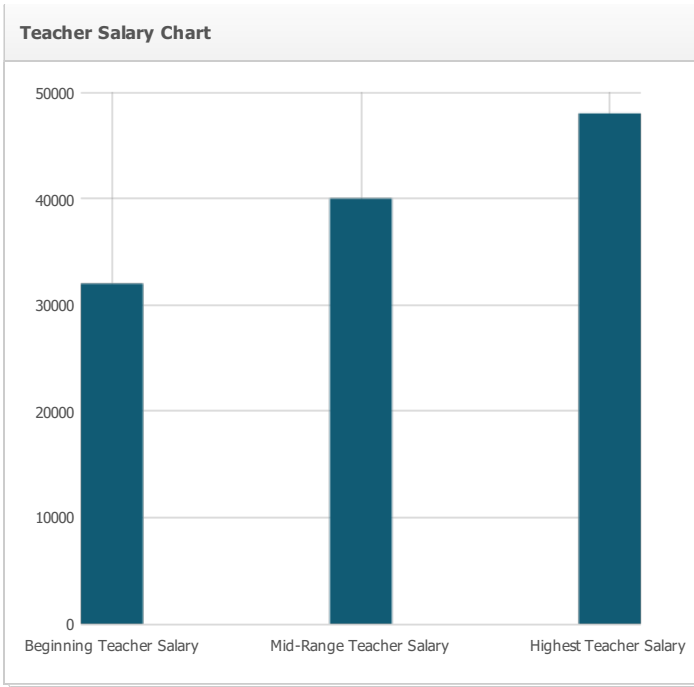
na
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Last updated: 2/5/2014

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,000	N/A
Mid-Range Teacher Salary	\$40,000	N/A
Highest Teacher Salary	\$48,000	N/A
Average Principal Salary (Elementary)	\$84,000	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	\$60,000	N/A
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



*Last updated: 2/5/2014*

# School Completion and Postsecondary Preparation

## Admission Requirements for California’s Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

### California State University

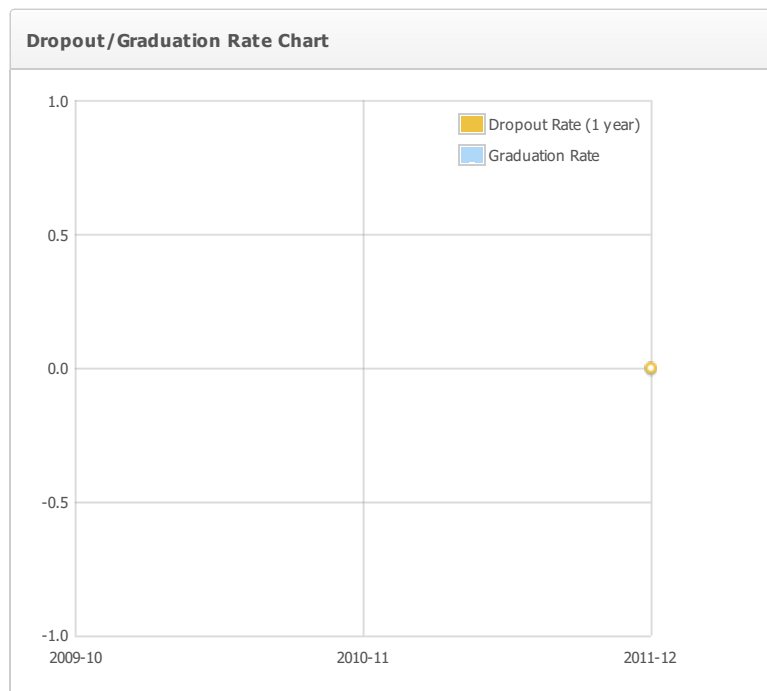
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate			0.0	0.0	0.0	0.0	16.6	14.7	13.1
Graduation Rate				75.76	78.00	79.70	74.72	77.14	78.73



Last updated: 2/5/2014

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Last updated: 2/5/2014

## Career Technical Education Programs (School Year 2012-13)

n/a
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Last updated: 2/5/2014

## Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 2/5/2014

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

UC/CSU Course Measure	Percent



2012-13 Students Enrolled in Courses Required for UC/CSU Admission

2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission

*Last updated: 2/5/2014*

**Advanced Placement Courses (School Year 2012-13)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

Note: Cells shaded in black or with N/A values do not require data.

\*Where there are student course enrollments.

*Last updated: 2/5/2014*

# Instructional Planning and Scheduling

## Professional Development

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

On average .5 days a week

Methods:

conference attendance, half day once a week together, small group once a week for an hour in addition, summer institute

Primary areas:

assessments, goal setting, curriculum design, planning, professional development in best practices, reflection on data

*Last updated: 2/5/2014*