Executive Summary School Accountability Report Card, 2019 - 2020

For Villa Esperanza Services School

Address: 2116 E. Villa St., Pasadena, CA 91107
Principal: Casey Gregg

Phone: 626-449-2919
Grade Span: K - 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 2019-2020 school year, except the School Finances and School Completion data that are reported for the 2018-2019 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

Villa Esperanza School provides services for students ages 5 – 22 with developmental disabilities. Programs include; elementary, middle school, and high school classrooms. Curriculum and program components are designed to meet each students needs in the areas of cognition, social development, emotional development, language and communication, self-help, fine motor, gross motor, and vocational skills. Program practices include positive behavior support, naturalistic teaching strategies, picture exchange communication, augmentative technology, community-based instruction, provisions of sensory integration, social stories, task analysis, and visual strategies. Elementary and middle school classrooms focus on standards based academics, communication, social interaction, and individual IEP goals and objectives. The High School Program focuses on functional academics, vocational skills, recreational skills, and individual IEP and ITP goals and objectives. Instruction is provided by trained instructors at a 1:3 teacher to student ratio. Service providers include behavior specialist, occupational therapist, speech and language pathologists, and curriculum specialist.

Student Enrollment

Group	Enrollment
Number of students	84
African American	8%
American Indian or Alaska Native	0%
Asian	18%
Filipino	4%
Hispanic or Latino	27%
Pacific Islander	0%
White (not Hispanic)	18%
Multiple or No Response	7%
Other	18%
Socioeconomically Disadvantaged	%
English Learners	4%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	9
Teachers without full credential	0
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	0%
Mathematics	0%
Science	0%
History-Social Science	0%

Academic Progress

Indicator	Result
2016 Growth API Score (from 2009 Growth API Report)	N/A
Statewide Rank (from 2016 Base API Report)	N/A
2016-17 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

The California Department of Education (CDE) completed an on-site review on February 3 – 5, 2020. Summary provided by CDE:

Observations:
The certification will remain conditional until all required corrective actions have been received from the NPS.

Repairs Needed

N/A

Corrective Actions Taken or Planned

The NPS shall provide the CDE a copy of an IEP with a completed signature page that includes documentation that the IEP team decided whether or not to provide compensatory speech and language services to this student. – The IEP was held and we are awaiting parent signature.

The NPS shall provide the CDE a copy of the training materials, agenda(s), and sign-in sheet(s) from training for staff on the use of restraints and the writing of BERs. - Completed

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%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	N/A
District	N/A
State	N/A

** Functional Academic / Lifeskills program

School Completion

Indicator	Result
Graduation Rate	N/A
Program is Certificate of Completion only	

Postsecondary Preparation

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

School Accountability Report Card
Reported for School Year 2019-2020
Published During 2020-21

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 2018-19)

This section provides the school's contact information.

School		District	
School Name	Villa Esperanza Services	**District Name**	N/A
Street	2116 E. Villa Street	**Phone Number**	N/A
City, State, Zip	Pasadena, CA 91107	**Web Site**	www.villaesperanzaservices.org
Phone Number	626-449-2919	**Superintendent**	N/A
Principal	Kelly White	**E-mail Address**	N/A
E-mail Address	kwhite@villaesperanzaservices.org	**CDS Code**	19-64881-6936199

School Description and Mission Statement (School Year 2019-20)

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

Villa Esperanza School provides services for students ages 5 – 22 with developmental disabilities. Programs include; elementary, middle school, and high school classrooms. Curriculum and program components are designed to meet each students needs in the areas of cognition, social development, emotional development, language and communication, self-help, fine motor, gross motor, and vocational skills. Program practices include positive behavior support, naturalistic teaching strategies, picture exchange communication, augmentative technology, community-based instruction, provisions of sensory integration, social stories, task analysis, and visual strategies. Elementary and middle school classrooms focus on standards based academics, communication, social interaction, and individual IEP goals and objectives. The High School Program focuses on functional academics, vocational skills, recreational skills, and individual IEP and ITP goals and objectives. Instruction is provided by trained instructors at a 1:3 teacher to student ratio. Service providers include behavior specialist, occupational therapist, speech and language pathologists, and curriculum specialist.

Mission Statement - School

To meet the educational, social and emotional needs of our diverse student population by providing an exemplary program utilizing state-of-the-art therapeutic and teaching techniques.

School Philosophy
Villa believes in:
> An individualized approach to education
> Using positive behavior support to maximize each child's educational experience.
> Creating a supportive and educational environment for family members and caregivers.
> On-going staff development to incorporate current educational and behavioral teaching strategies.
> Teaching communication as the cornerstone for educational and social growth.

Opportunities for Parental Involvement (School Year 2019-20)

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

Together, parents and teachers are true partners, aiming to accomplish successful results with the children. Techniques will be shared with parents regarding how to follow-through at home on specific areas addressed in class. The staff welcome input from parents to aid in the learning process. We have several events throughout the year that parents are welcome to participate in, such as Halloween Fair, Sports Day, and Pep Rally's. We need to support each other to give children the best experiences possible. A parent-teacher conference will be made available at parent request. In addition, parents have the opportunity to volunteer in the school office, Speech and Language Center, and Occupational Therapy Clinic.

Student Enrollment by Grade Level (School Year 2019-20)

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	0	**Grade 8**	5
Grade 1	0	**Ungraded Elementary**	
Grade 2	2	**Grade 9**	8
Grade 3	1	**Grade 10**	11
Grade 4	3	**Grade 11**	4
Grade 5	7	**Grade 12**	25
Grade 6	7	**Ungraded Secondary**	
Grade 7	8	**Total Enrollment**	84

Student Enrollment by Group (School Year 2019-20)

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	8	White (not Hispanic)	18
American Indian or Alaska Native	0	Multiple or No Response	7
Asian	18	Socioeconomically Disadvantaged	
Filipino	4	English Learners	4
Hispanic or Latino	27	Students with Disabilities	100
Pacific Islander	0	Other	18

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	2017-18				2018-19				2019-20			
	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-3	8	1	0	0	9	1	0	0	7	1	0	0
3-6	8	1	0	0	10	1	0	0	9	1	0	0
6-8	8.5	2	0	0	9.5	2	0	0	9	2	0	0

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	2017-18				2018-2019				2019-20			
	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+
Functional SDC 9 - 12	11.5	4	0	0	10.75	4	0	0	10.4	5	0	0

III. School Climate

School Safety Plan (School Year 2019-20)

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

Villa Esperanza Services School

Disaster Preparedness Emergency Protocol

Lead Teachers

- Assess Injuries
- Assign staff to treat injuries
- Access emergency and first aid kit
- Assess classroom environment for obvious dangers or damage
- If there is damage to the classroom calmly evacuate the class to East playground as soon as possible. Bring all classroom and individual child emergency supplies.
- Education Department Staff will be required to stay on campus and with the children, and will be released as children are picked-up. The appropriate staff to student ratio must be maintained at all times

Education Administrative Staff

- Vice President will check-in with Rooms 4, 5, 6 and 7
- Curriculum Specialist will check in with Rooms 8, 9, and 10
- School Administrative Supervisor will check in with Rooms M8 and M9
- Assess injuries to staff and students
- Conduct safety check – look for obvious signs of damage or potential dangers
- Ensure that emergency supplies are accessed
- If necessary, assist in evacuation of classroom to Blacktop area

Education Department Checkpoint

- The VES front desk will serve as an agency-wide central command point.
- The Blacktop will be used as Education Department Checkpoint for teachers and for student pick up.
- Vice President of Children & Youth Programs, Curriculum Specialist, School Administrative Supervisor and Administrative Coordinator will then meet at the Education Department Checkpoint for a Status Report.

Injuries

- If there is an injury requiring emergency medical attention the Lead Teacher will immediately call 911 and use walkie-talkie to contact and notify their assigned Administrative Staff
- Minor injuries will be treated with appropriate first aid.

Runners

- DIS service providers including Behavior Specialists, Speech & Language Staff, and O.T. providers will serve as liaisons between classrooms and Education Checkpoint.
- Behavior Specialist will be stationed at the Education Checkpoint and Speech and Language Staff at the VES Front Desk. If only one Runner is available, that person will be stationed at the VES Front Desk. If more Runners are available they will be asked by Education Administrative staff to assist in administration of First Aid, evacuation of classrooms, or release of students.
- If the telephone lines are down, a Runner will be sent to Fire House 32 (located 2 blocks east of VES on E. Villa St.) should any emergency services be required

Check-out and Release of Students

- All children must be checked-out through the Education Department Checkpoint ONLY.
- As parents arrive at the VES front desk the Runner will escort them to the Education Checkpoint.
- Children will be released only to persons named on that child's Emergency Card.
- A form of picture I.D. will be required before any child will be released to any adult other than his or her parent or legal guardian.
- Authorized adults must sign out the child before that child will be permitted to leave campus (name, signature, time of pick-up).

Overnight Care

- Should it be necessary for students to remain on campus overnight the following buildings will be used for dormatory space. The space used will be determined by the structural safety.
- Occupational Therapy (O.T.) Room and Room 5
- Morrison Auditorium (2113 E. Villa St., directly across the street from VES)
- Skandia Hall (2031 E. Villa St., about 1 block west of VES, on North side of street)
- All attempts will be made to contact parents and alert them to the location in which their child will be staying.

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		
	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18
Suspensions	0	0	0	N/A	N/A	N/A
Expulsions	0	0	0	N/A	N/A	N/A

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2019-20)

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.

During the 2017 – 2018 school year, the west side of the land Villa Esperanza owns, began construction. Three buildings were demolished and the space was leveled and asphalted. Five modular classrooms were placed in the space as well as a modular for our speech and language center. During the 2017 – 2018 school year five classrooms on the back of our campus moved into the modulars, as well as our speech center. Demolition and rebuild of the back of the campus had begun in 2017. 7 new classrooms, cafeteria, kitchen and two new playgrounds. Expected date of completion is September 2018. Construction has been completed.

School Facility Good Repair Status (School Year 2019-20)

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	n/a	x			
Interior: Interior Surfaces	n/a	x			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	n/a	x			
Electrical: Electrical	n/a	x			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	n/a	x			
Safety: Fire Safety, Hazardous Materials	n/a	x			
Structural: Structural Damage, Roofs	n/a	x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	x			
Overall Rating	*Data provided by the LEA*				n/a

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
	2017-18	2018-19	2019-20	2019-20
With Full Credential	8	10	10	n/a
Without Full Credential	1	1	1	n/a
Teaching Outside Subject Area of Competence	0	0	0	n/a

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2019-2020)

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	0	
Administration	5	n/a
Instructional Aides	71	n/a
Psychologist	0	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	3 SLP's / 4 SLPA's	n/a
Behavior Intervention	2	n/a
Curriculum Specialist (non-teaching)	1	n/a
Other: Occupational Therapists	2 OT's / 3 COTA's	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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	Within defined standards	0%
Mathematics	Within defined standards	0%
Science	Within defined standards	0%
History-Social Science	Within defined standards	0%
Foreign Language	Within defined standards	0%
Health	Within defined standards	0%
Visual and Performing Arts	Within defined standards	0%
Science Laboratory Equipment (grades 9-12)	Within defined standards	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-20)

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 the 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 2019-20)

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

The following services are provided at Villa Esperanza Services:

Daily Educational Services
Speech and Language – Individual, Group, Consultation, Evaluations, and Assessments
Assistive Technology – Individual, Evaluations, and Assessments
Occupational Therapy – Individual (Clinic or Classroom Based), Group, Evaluations, and Assessments
Behavior Intervention Services
1:1 Instructional Services
Music Therapy
Vocational Training
Pet Therapy

Teacher and Administrative Salaries (Fiscal Year 2019-20)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf. *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.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison – N/A

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

Subject	School			District			State		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
English-Language Arts									
Mathematics									
Science									
History-Social Science									

Standardized Testing and Reporting Results by Student Group – Most Recent Year – N/A

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				

California High School Exit Examination - N/A

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 – N/A

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

Subject	School			District			State		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
English-Language Arts									
Mathematics									

California High School Exit Examination Results by Student Group – Most Recent Year - N/A

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)						
Male						
Female						
Economically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2019-20) – N/A

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 – N/A

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	2017	2018	2019
Statewide			
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
	2017-18	2018-19	2019-20	2019
All Students at the School				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
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 2019-20)

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		
Percent Proficient - Mathematics		
API		
Graduation Rate		

Federal Intervention Program (School Year 2019-20) - **N/A**

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		
First Year of Program Improvement		
Year in Program Improvement		
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 – **N/A**

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		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Dropout Rate (1-year)									
Graduation Rate									

Completion of High School Graduation Requirements – N/A

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 2009-10 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 2020		
	School	District	State
All Students			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	*Data provided by the LEA and the CDE*		
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs (School Year 2019-20) N/A

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 2019-20) – N/A

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	*Data provided by the LEA*
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 2019-20) - N/A

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	
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2019-20) – N/A

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		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		

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.

Each school year we provide the following training schedule:

3 days of training prior to school beginning in the fall
10 minimum day trainings
5 pupil free day trainings

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 – N/A

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2013) and mathematics (2015) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2017, Grade 4					
Reading 2017, Grade 8					
Mathematics 2018, Grade 4					
Mathematics 2018, 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 (2013) and mathematics (2015) 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 2017, Grade 4				
Reading 2017, Grade 8				
Mathematics 2018, Grade 4				
Mathematics 2018, Grade 8				