

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

MIT Academy School

Address: 2 Positive Pl. , Vallejo CA 94589-1825

Phone: 707-552-6482

Principal: Rick van Adelsberg

Grade Span: 9 - 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 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

Mare Island Technology Academy High (MIT), an independent charter school serving approximately 270 majority minority students, dedicated to the proposition that all students deserve a high quality education marked by high expectations of achievement. The school offers a rigorous standards- and project-based education that meets UC/CSU a-g requirements for *all* students. The unique blend of high expectations, strong academic support, caring staff, academic challenge, community backing, and a culture of trust have helped shape the school into an unique and exciting learning environment.

Student Enrollment

Group	Percent
African American	17.59 %
American Indian or Alaska Native	0%
Asian	1.85 %
Filipino	16.67 %
Hispanic or Latino	35.65 %
Pacific Islander	0.93 %
White (not Hispanic)	15.74 %
Multiple or No Response	11.57 %
Socioeconomically Disadvantaged	47.00 %
English Learners	9.00 %
Students with Disabilities	2.00 %
Total Number of Students	216

Teachers

Indicator	Teachers
Teachers with full credential	7
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	3
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	4

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	43%
Mathematics	24%
Science	42%
History-Social Science	47%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	705
Statewide Rank (from 2008 Base API Report)	5
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

The most recent site inspection was conducted after the rainy season in late February and early March. The buildings were inspected for structural soundness, the roofs were checked and the insides of the classrooms were inspected for leaks and minor, miscellaneous teacher reported problems. The physical plant was inspected for areas where water accumulates and minor flooding occurs.

Repairs Needed

Repairs must be continuously made to building walls, roof and window leaks in the old portables that make up the buildings of the school. On occasion repairs must also be done to the decks around the classrooms and offices. Drains and drainage must also be checked and cleaned to prevent water from backing up during large winter storms and to prevent small areas of flooding on the campus.

Corrective Actions Taken or Planned

On an ongoing basis, repairs are being made to building walls, roof and window leaks. On occasion, repairs are also made to the decking around the classrooms and offices. The decks are annually painted with a non-skid material to prevent students, staff and the public from slipping and/or falling. Drains and drainage are regularly checked to prevent water from backing up during large storms and/or to prevent small areas of the campus to flood.

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,125
District	\$8,797* (fiscal year 07-08)
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	86.2 %

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	100%

School Accountability Report Card Reported for School Year 2008-09 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. 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 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 schools contact information.

School		District	
School Name	MIT Academy	District Name	Vallejo City Unified
Street	2 Positive Pl.	Phone Number	707-556-8921
City, State, Zip	Vallejo , CA 94589-1825	Web Site	www.vallejo.k12.ca.us
Phone Number	707-552-6482	Superintendent	Reynaldo Santa Cruz
Principal	Rick van Adelsberg	E-mail Address	RSantCruz@vallejo.k12.ca.us
E-mail Address	radelsberg@mitacademy.org	CDS Code	48- 70581- 4830196

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Our Students: The Mare Island Technology (MIT) Academy High School serves the unique needs of students in grades 9-12. For high school students to experience academic and personal success, we must ensure that they have positive, supportive, and caring interaction with adults and peers. We must hold high

expectations and provide support for demonstrated achievement. And we must ensure that they participate in meaningful ways in the school and community, building leadership skills.

We insist on success for all students, many of whom are under-prepared and under-challenged. Marshaling the knowledge and skills of our stakeholders, we will ensure that all students have access to learning that will prepare them for post-secondary education/training, for the 21st century's global workplace, and for a satisfying and productive life.

Our Vision: MIT Academy is a school where students, parents, staff, and Board are mutually respected, active partners in achieving success for every young adult. With technology and creativity to enhance the learning process, students graduate with leadership skills and excellent preparation for continued education. Our high academic standards are made possible by a safe and disciplined environment that allows learning to be fun.

The MIT Board, staff, and parents form a trusting and nurturing partnership characterized by honest, open communication and a respectful, enthusiastic, optimistic, and open-minded approach. MIT Academy is an effective and diverse organization that is an asset to the community.

Our Mission: Success for All Students: The mission of the Mare Island Technology (MIT) Academy High School is to challenge and empower our diverse community of young people, 9th through 12th grade, to master a rigorous, interconnected curriculum that equips them with exceptional academic, technological, social, and life skills and enables them to become self-motivated, competent, lifelong learners.

With parent, staff, and community involvement, MIT provides accountability in a nurturing and stimulating learning environment that extends beyond the classroom, building a commitment to our local and global communities. An MIT Academy High School graduate will exemplify personal excellence with a curiosity and passion for learning.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Parents are involved in the following groups: Parent Teacher Network (PTN), MIT Board, and English Learners Advisory Committee. They are also involved in volunteering in classrooms and office, providing grounds maintenance, chaperoning student events, participating in fundraisers, providing school yard supervision, and volunteering in the after-school program.

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Grade 9	75
Grade 10	60
Grade 11	38
Grade 12	43
Total Enrollment	216

Student Enrollment by Group (School Year 2008-09)

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
African American	17.59 %
American Indian or Alaska Native	0%
Asian	1.85 %
Filipino	16.67 %
Hispanic or Latino	35.65 %
Pacific Islander	0.93 %
White (not Hispanic)	15.74 %
Multiple or No Response	11.57 %
Socioeconomically Disadvantaged	47.00 %
English Learners	9.00 %
Students with Disabilities	2.00 %

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	24.9	0	2	0	28.4	0	2	0	23.5	0	2	0
Mathematics	27.5	0	2	0	23.9	0	2	0	21.6	0	2	0
Science	25.8	0	2	0	24.5	0	2	0	24.0	0	2	0
Social Science	27.3	0	2	0	28.6	0	2	0	25.3	0	2	0

III. School Climate

School Safety Plan (School Year 2008-09)

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

MIT has received a REMS (Readiness and Emergency Management for Schools) grant in the 2009-1010 school year. As a part of the grant, the school will develop a comprehensive plan for school safety.

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	N/A	0.15	0.25	26.3	36.3	41.0
Expulsions	N/A	0.01	0.02	0.6	0.4	0.7

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, and a description of any planned or recently completed facility improvements.

The school is located on grounds that vary between a small hilly area where the middle school is located and slopes gradually to a central campus area with an open field and then continues to the high school campus on relatively level ground. The grounds are relatively barren with large eucalyptus trees and some other planted areas around the perimeter of the campus.

The buildings are all old portables that have been maintained on the site for several years. The multi-purpose room, offices, and restrooms are all converted portable buildings. The school has always maintained the desire to build permanent structures on the current site but to date this has not been financially feasible. Continuing efforts to obtain facilities grant money from the state have not been successful.

Improvements continue to be made in the decking around the classrooms, the walls of the classrooms are continuously examined and repaired as needed and the roofing is inspected annually and repaired each season. Parent volunteers also assist in the maintenance of the school's grounds and facilities. On most weekends, parents are volunteering their time in weekend work parties.

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.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	8	6	7	764
Without Full Credential	6	5	3	79
Teaching Outside Subject Area of Competence	6	5	3	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	N/A	1	1

Total Teacher Misassignments	N/A	1	1
Vacant Teacher Positions	N/a	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

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.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	67.3	32.7
All Schools in District	93.6	6.4
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	1.0	216
Library Media Teacher (Librarian)	0	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$11,032	\$2,907	\$8,125	\$64,084
District	N/A	N/A	N/A	\$57,604
Percent Difference – School Site and District	N/A	N/A	N/A	\$6,480
State	N/A	N/A	\$5,512	\$65,905
Percent Difference – School Site and State	N/A	N/A	N/A	\$1,820

Types of Services Funded (Fiscal Year 2008-09)

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

Several programs funded through categorical monies include the After School Program, Title 1 Tutoring program, and Credit Recovery program.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,186	\$40,786
Mid-Range Teacher Salary	\$55,019	\$65,726
Highest Teacher Salary	\$71,305	\$85,230
Average Principal Salary (Elementary)	\$87,427	\$106,548

Average Principal Salary (Middle)	\$90,924	\$112,237
Average Principal Salary (High)	\$98,344	\$121,617
Superintendent Salary	\$195,000	\$191,155
Percent of Budget for Teacher Salaries	36.60 %	40.60 %
Percent of Budget for Administrative Salaries	6.50 %	5.30 %

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, and science in grades two through eleven, and for 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 and mathematics for grades three through eight and science in grade five 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. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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

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

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	39	50	49	33	35	40	43	46	50
Mathematics	3	12	6	28	31	37	40	43	46
Science	29	37	42	21	27	33	38	46	50
History-Social Science	27	28	40	18	21	26	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 by Student Group (School Year 2008-09)

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	35	0	*	42
American Indian or Alaska Native				
Asian	*	*	*	*
Filipino	75	16	57	41
Hispanic or Latino	32	2	25	27
Pacific Islander	*	*		
White (not Hispanic)	81	15	60	69
Male	45	9	50	49
Female	54	3	33	30
Economically Disadvantaged	37	4	26	34
English Learners	0	0	*	0
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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

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. 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	45.9	53.7	55.7	36.9	34.4	39.3	48.6	52.9	52.0
Mathematics	37.6	59.4	51.3	35.8	33.5	37.3	49.9	51.3	53.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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 by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	44.3	27.8	27.8	48.8	35.0	16.2
Male	46.7	20.0	33.3	44.4	33.3	22.2
Female	41.2	38.2	20.6	54.3	37.1	8.6
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	21.4	35.7	42.9	21.4	64.3	14.3
Hispanic or Latino	58.3	27.8	13.9	67.6	24.3	8.1
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	15.4	23.1	61.5	23.1	38.5	38.5
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	55.3	31.6	13.2	64.1	25.6	10.3
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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 Physical Fitness Test Results (School Year 2008-09)

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 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 \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	37.5	32.8	0.0

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 on the CDE [Academic Performance Index \(API\)](#) 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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	3	3	5
Similar Schools	1	2	6

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small 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	20	42	-1	705
African American	7			
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	9	28	-13	644
Pacific Islander				
White (not Hispanic)	42			
Socioeconomically Disadvantaged	29	64	-27	649
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

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 on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	39.3

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 (Outside Source).

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 [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout 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.

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)	2.0	5.6	8.5	7.0	10.7	10.9	3.5	4.4	3.9
Graduation Rate	81.3	74.3	86.2	75.3	65.7	59.3	83.4	80.6	80.2

Courses for University of California and/or California State University Admission (School Year 2007-08)

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.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	100%