

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08 Temecula Preparatory School

Address: 35777 Abelia St. , Winchester CA 92596 Phone: 951-926-6776
Headmaster/Executive Director: Scott Phillips 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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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.

Temecula Preparatory School is a public charter school, educating children in grades K-12 under the direction of Scott Phillips. We are a classical school, modeled after Hillsdale Academy in Hillsdale, Michigan. Hillsdale Academy features "a highly traditional, values-centered curriculum stressing basic skills and critical analysis". Our curriculum is very strong in phonics, classical literature, grammar, composition, mathematics, hands-on science, history, and geography. In addition, our high school offers biology and chemistry courses; advanced mathematical courses; and rhetorical analysis and writing, which are an integral part of our core English course. Our entire program is directed toward a commitment to individual growth and learning. It emphasizes discipline, ethical values, personal responsibility, and "respectfulness". Homework is substantial without being overwhelming. Students are expected to rise to a high level of standards in academic performance and personal behavior. Physical education and athletics are an important element of a well-rounded student. We are proud to be a member of the California Interscholastic Federation (CIF), with students competing at the high school level. Art, art appreciation, and music are an integral part of the classical curriculum.

Since we believe maturity and not intelligence is the measure of moving a child ahead, a student must be five years old by September 1st to enter our kindergarten, which is currently dismissed at 1:30 p.m. each day. Our school year is on a traditional calendar, running approximately 184 days.

Uniforms are required for the students at the parents expense. We believe the dress code for students and teachers promotes a sense of identity with the school, eliminates the competition fostered by fashion dictates, and also supports the school's seriousness of purpose. Temecula Preparatory School provides college bound students with traditional education based on the academically rigorous study of classic literature, history, and the arts. The curriculum recognizes the developmental stages of students while creating life-long learners and virtuous citizens.

Less than ten-percent of charter schools in California are certified charter schools. Temecula Preparatory School (TPS) is one of those. Founded under California's Charter School Act of 1992, TPS is a non-traditional public charter school, is tuition-free, participates in state tests, employs credentialed teachers, and does not discriminate.

According to a 2007 USC field study, charter school parents cited "challenging curriculum and individualized student attention" as key reasons for their high level of satisfaction.

Research shows charter schools do a better job increasing student achievement than traditional public schools. Specifically, research based on the California Department of Education's Academic Performance Index from 2004 – 2007 indicates that 11% more charters than traditional public schools show substantially higher student achievement by the end of the school year.

Temecula Preparatory finds itself among the best of those charter schools in the state and among the best public schools in the nation.

Student Enrollment

| Group | Percent |
|----------------------------------|------------|
| African American | 4.17 % |
| American Indian or Alaska Native | 0 % |
| Asian | 2.58 % |
| Filipino | 1.59 % |
| Hispanic or Latino | 14.51 % |
| Pacific Islander | 0.2 % |
| White (not Hispanic) | 55.07 % |
| Multiple or No Response | 21.87 % |
| Socioeconomically Disadvantaged | 0 % |
| English Learners | 0 % |
| Students with Disabilities | 7 % |
| Total Number of students | 503 |

Teachers

| Indicator | Teachers |
|--|----------|
| Teachers with full credential | 27 |
| Teachers without full credential | 1 |
| Teachers Teaching Outside Subject Area of Competence | 0 |
| Misassignments of Teachers of English Learners | 0 |
| Total Teacher Misassignments | 0 |

School Facilities

The school is located on 18 acres in Winchester, California on acreage provided by TVUSD. Temecula Valley Charter School is located on acreage adjacent to the school; a future middle school and high school are scheduled be build on adjacent land which is also owned by the district.

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 | \$ 5,620 |
| State | \$5,300 |
| | |

Student Performance

| Subject | Students Proficient and Above on California Standards Tests |
|---------|---|
|---------|---|

| | |
|------------------------|-------|
| English-Language Arts | 74.9% |
| Mathematics | 69.7% |
| Science | 40% |
| History-Social Science | 40% |

Academic Progress

| Indicator | Result |
|---|--------|
| 2008 Growth API Score (from 2008 Growth API Report) | 849 |
| Statewide Rank (from 2007 Base API Report) | 9 |
| 2008-09 Program Improvement Status (PI Year) | N/A |

School Completion

| Indicator | Result |
|-----------------|--------|
| Graduation Rate | 95% |

Postsecondary Preparation

| Measures | Percent of Graduates |
|--|----------------------|
| 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 | 66% |

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. 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 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 2008-09)

This section provides the schools contact information.

| School | | District | |
|------------------|-----------------------|----------------|-------------------------|
| School Name | Temecula Preparatory | District Name | Temecula Valley Unified |
| Street | 35777 Abelia St. | Phone Number | 951-676-2661 |
| City, State, Zip | Winchester , CA 92596 | Web Site | www.tvusd.k12.ca.us |
| Phone Number | 951-926-6776 | Superintendent | Carol Leighty |

| | | | |
|--------------------|-----------------------|----------------|------------------|
| Executive Director | Scott Phillips | E-mail Address | |
| E-mail Address | info@temeculaprep.com | CDS Code | 33-75192-3330917 |

School Description and Mission Statement (School Year 2007-08)

Temecula Preparatory School opened on September 6, 2000 as a public charter school for grades K-8 modeled after Hillsdale Academy in Hillsdale, Michigan. With this model in mind TPS features a classical education which includes "a highly traditional, values-centered curriculum stressing basic skills and critical analysis".

Temecula Preparatory School has grown from 180 students scattered amongst the Lower School grades to a full-fledged K-12 school with over 500 students enrolled and over 600 students on the annual waiting list. After three moves in the first five years, TPS has been granted a permanent location and has already begun building its permanent facilities.

TPS is now fully WASC accredited, is one of only a handful of schools certified by the California Charter Schools Association and has been recognized as a top school by US News and World Report. In addition to core classical curriculum, the Lower School and Upper School offer classical education in language, a wide variety of student activities and athletic activities as well as the performing and visual arts.

Temecula Preparatory School inspires students to become virtuous citizens, critical thinkers, and life-long learners through a classical education and understanding of human virtue.

Opportunities for Parental Involvement (School Year 2007-08)

The school welcomes parent involvement and through the School Leadership Committee, there are many opportunities available for parents to be involved with school activities. The following are some examples of areas where parent volunteers are needed:

- School operations and social events
- Library support
- Recess and lunch duty
- Office and teacher support (outside the classroom)
- Special programs and graduations
- Field trips and classroom support
- Upper and lower school field trip planning and organization
- Chaperones on field trips as required by each class/teacher
- Classroom parents-to be selected by the teachers, must be live scanned
- Annual Black Tie Event
- Fundraising support
- Scrip
- Other fundraisers

Student Enrollment by Grade Level (School Year 2007-08)

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

| Grade Level | Number of Students |
|--------------|--------------------|
| Kindergarten | 40 |
| Grade 1 | 40 |
| Grade 2 | 40 |

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 | 2005-06 | | | 2006-07 | | | 2007-08 | | | | | |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | 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 | 20.0 | 3 | 2 | | 23.6 | 2 | 3 | | 18.9 | 6 | 1 | |
| Mathematics | 19.0 | 4 | 1 | | 22.2 | 2 | 2 | 1 | 20.5 | 3 | 3 | |
| Science | 24.0 | 1 | 2 | | 25.5 | 1 | 3 | | 21.0 | 1 | 1 | |
| Social Science | 17.2 | 3 | 2 | | 26.8 | 2 | 2 | 1 | 19.0 | 6 | 1 | |

III. School Climate

School Safety Plan (School Year 2007-08)

Our student's safety is of the utmost importance. Along with the State of California's mandates on safety, TPS also has included a School Safety Environment Committee, which is a committee comprised of parents who are employed as paramedics, fireman, and police officers, and our assigned resource officer. This group meets quarterly to discuss safety concerns and improvements that have been made or are in the process of being made. Such improvements which have been made in this school year include radio communications, an on site AED, and additional cameras on campus.

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Suspensions | 7 | 11 | 4 | 8.4 | 8.8 | 6.8 |
| Expulsions | 0 | 0 | 0 | 0.9 | 0.8 | 0.7 |

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

Currently, the school is comprised of 36 relocatable classrooms, 6 student restroom facilities, and 6 adult restrooms. There is an athletic/track field and 2 shade structures, and 2 sets of playground equipment. The addition of our multipurpose room, including two restrooms, and second parking lot were completed in 2007. The school is fully fenced. There are plans to add five additional relocatable classrooms and a baseball field, as well as a third shade structure.

V. Teachers

Teacher Credentials

| Teachers | School | | | District |
|----------------------|---------|---------|---------|----------|
| | 2005-06 | 2006-07 | 2007-08 | 2007-08 |
| With Full Credential | 20 | 22 | 27 | 1375 |

| | | | | |
|---|---|---|---|-----|
| Without Full Credential | 4 | 4 | 1 | 33 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 1 | N/A |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2006-07 | 2007-08 | 2008-09 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | N/A | N/A | N/A |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 1 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 95.1 | 4.9 |
| All Schools in District | 95.7 | 4.3 |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | 95.5 | 4.5 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 1 | 503 |
| Library Media Teacher (Librarian) | 0 | 0 |
| Library Media Services Staff (paraprofessional) | N/A | N/A |
| Psychologist | 1 | 503 |
| Social Worker | N/A | 0 |
| Nurse | 1 (TVUSD Provides) | 0 |
| Speech/Language/Hearing Specialist | 1 | 503 |
| Resource Specialist (non-teaching) | 0 | 503 |
| Resource Specialist Aide | 0.6 | 503 |

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|----------------------|--|---|
|----------------------|--|---|

| | | |
|--|------|----|
| Reading/Language Arts | 100% | 0% |
| Mathematics | 100% | 0% |
| Science | 100% | 0% |
| History-Social Science | 100% | 0% |
| Foreign Language | 100% | 0% |
| Health | 100% | 0% |
| Visual and Performing Arts | 100% | 0% |
| Science Laboratory Equipment (grades 9-12) | 100% | 0% |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$5,387 | N/A | \$5,387 | \$45,144 |
| District | N/A | N/A | LEA Provided | \$68574 |
| Percent Difference – School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$5300 | \$65008 |
| Percent Difference – School Site and State | N/A | N/A | | |

Types of Services Funded (Fiscal Year 2007-08)

Special Education services are provided in the areas of Resource and Speech. Special Education funds are provided through TVUSD based upon need. The funds are paid to the District on our behalf. There is one full time resource teacher on site and one teacher's aide. Speech services are provided through TVUSD, there is one Speech instructor who services TPS.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42413 | \$40721 |
| Mid-Range Teacher Salary | \$69946 | \$65190 |
| Highest Teacher Salary | \$86745 | \$84151 |
| Average Principal Salary (Elementary) | \$108470 | \$104476 |
| Average Principal Salary (Middle) | \$111996 | \$108527 |
| Average Principal Salary (High) | \$118729 | \$119210 |
| Superintendent Salary | \$185000 | \$210769 |
| Percent of Budget for Teacher Salaries | 48.8 % | 39.9 % |
| Percent of Budget for Administrative Salaries | 4.1 % | 5.5 % |

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through

11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

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

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English-Language Arts | 71 | 73 | 75 | 62 | 63 | 67 | 42 | 43 | 46 |
| Mathematics | 64 | 60 | 61 | 56 | 56 | 57 | 40 | 40 | 43 |
| Science | 60 | 69 | 62 | 53 | 57 | 67 | 35 | 38 | 46 |
| History-Social Science | 65 | 44 | 38 | 48 | 46 | 53 | 33 | 33 | 36 |

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.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | 75 | 42 | * | * |
| American Indian or Alaska Native | | | | |
| Asian | 78 | 58 | * | * |
| Filipino | 92 | 75 | * | * |
| Hispanic or Latino | 58 | 55 | 43 | 11 |
| Pacific Islander | * | * | | |
| White (not Hispanic) | 79 | 63 | 70 | 47 |
| Male | 71 | 58 | 67 | 51 |
| Female | 76 | 63 | 59 | 21 |
| Economically Disadvantaged | * | * | * | |
| English Learners | | | | |
| Students with Disabilities | 36 | 43 | * | |
| 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

CAHSEE Results by Performance Level for All Students – Three-Year

Comparison

| Subject | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English | | | 75.9 | | | 70.0 | | | 52.9 |
| Mathematics | | | 69.0 | | | 67.2 | | | 51.3 |

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.

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

| Group | English | | | Mathematics | | |
|---|----------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 24.1 | 41.4 | 34.5 | 31.0 | 34.5 | 34.5 |
| Male | 16.7 | 41.7 | 41.7 | 8.3 | 33.3 | 58.3 |
| Female | 29.4 | 41.2 | 29.4 | 47.1 | 35.3 | 17.6 |
| African American | * | * | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * |
| Filipino | * | * | * | * | * | * |
| Hispanic or Latino | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * |
| White (not Hispanic) | 15.0 | 35.0 | 50.0 | 20.0 | 40.0 | 40.0 |
| English Learners | * | * | * | * | * | * |
| Socioeconomically Disadvantaged | * | * | * | * | * | * |
| 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.

X. Accountability

Academic Performance Index

API Ranks – Three-Year Comparison

| API Rank | 2005 | 2006 | 2007 |
|-----------------|------|------|------|
| Statewide | 9 | 9 | 9 |
| Similar Schools | 10 | 10 | 10 |

"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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully

interpreted.

- "A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B" 3330917
- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes by Student Group – Three-Year Comparison

| Group | Actual API Change | | | Growth API Score |
|----------------------------------|-------------------|---------|---------|------------------|
| | 2005-06 | 2006-07 | 2007-08 | 2008 |
| All Students at the School | -9 | -4 | -7 | 849 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | -20 | 25 | -14 | 787 |
| Pacific Islander | | | | |
| White (not Hispanic) | -7 | -13 | -6 | 864 |
| Socioeconomically Disadvantaged | | | | |
| 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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B" means the school did not have a valid 2007 Base API and will not have any growth or target information.
- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

| AYP Criteria | School | District |
|--|--------|----------|
| Overall | Yes | Yes |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | Yes |
| Percent Proficient - Mathematics | Yes | Yes |
| API | Yes | Yes |
| Graduation Rate | Yes | Yes |

Federal Intervention Program (School Year 2008-09)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | N/A | Not In PI |
| First Year of Program Improvement | N/A | |
| Year in Program Improvement | N/A | |
| Number of Schools Currently in Program Improvement | N/A | |
| Percent of Schools Currently in Program Improvement | N/A | |

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 [University of California](#) Web site.

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 site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

| Indicator | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 |
| Dropout Rate (1-year) | | | 6.8 | 1.0 | 0.9 | 2.1 | 3.1 | 3.5 | 4.4 |
| Graduation Rate | 96.2 | 100.0 | 95.5 | 96.2 | 95.9 | 92.1 | 85.0 | 83.0 | 79.5 |

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

| Group | Graduating Class of 2008 | | |
|----------------------------------|--------------------------|--------------|-------|
| | School | District | State |
| All Students | 100% | LEA Provided | N/A |
| African American | 100% | LEA Provided | N/A |
| American Indian or Alaska Native | | LEA Provided | N/A |
| Asian | 100% | LEA Provided | N/A |
| Filipino | 100% | LEA Provided | N/A |
| Hispanic or Latino | 100% | LEA Provided | N/A |
| Pacific Islander | | LEA Provided | N/A |
| White (not Hispanic) | 100% | LEA Provided | N/A |
| Socioeconomically Disadvantaged | N/A | LEA Provided | N/A |
| English Learners | N/A | LEA Provided | N/A |
| Students with Disabilities | | LEA Provided | N/A |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| Students Enrolled in Courses Required for UC/CSU Admission | 65.2 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 95.2 |

Advanced Placement Courses (School Year 2007-08)

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | | |
| English | 2 | 42% |
| Fine and Performing Arts | 1 | 38% |
| Foreign Language | 1 | 0% |
| Mathematics | | 0% |
| Science | 2 | 1% |
| Social Science | 2 | 51% |
| All courses | 9 | 71% |

XII. Instructional Planning and Scheduling Professional Development

Professional Development is provided for all staff members. The school has minimum days scheduled in order facilitate teacher development. There are two days provided during the school year which are non-student days and are devoted to professional development. The leadership team and staff strive to model an environment that nurtures continued student achievement and success. Staff development focuses on increasing the necessary tools that teachers will need to ensure student growth. Training is offered both on site and through outside offerings as needed.

