

Sky Mountain Charter

Eric Schoffstall

Principal, Sky Mountain Charter

About Our School

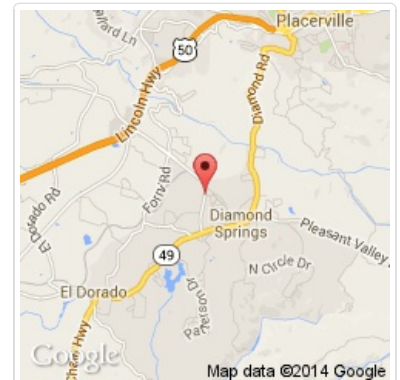
Sky Mountain is an Independent Study Charter School that is managed by Innovative Education Management, a no-profit public benefit corporation. SMCS serves students in six county areas which included San Bernardino, Kern, Los Angeles, Orange, Inyo, and Riverside. SMCS was first granted WASC accreditation in 2008 and received a six year renewal in 2012.

Our Mission: We believe in educating each of our students for the 21st century by providing individualized learning opportunities that incorporate parental participation, choice and involvement in curricula offered in personalized learning environments.

Contact

4535 Missouri Flat Rd., Ste. 1A
Placerville, CA
95667-5729

Phone: 530-295-3566
E-mail: eschoffstall@ieminc.org



[View Larger Map](#)

Data and Access

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

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

DataQuest

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

Internet Access

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

Additional Information

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

About This School

Contact Information (School Year 2012-13)

School	
School Name	Sky Mountain Charter
Street	4535 Missouri Flat Rd., Ste. 1A
City, State, Zip	Placerville, Ca, 95667-5729
Phone Number	530-295-3566
Principal	Eric Schoffstall
E-mail Address	eschoffstall@ieminc.org
County-District-School (CDS) Code	36750510115089

District	
District Name	Lucerne Valley Unified
Phone Number	(760) 248-6108
Web Site	http://www.lvsd.k12.ca.us
Superintendent First Name	Suzette
Superintendent Last Name	Davis
E-mail Address	suzette_davis@lvsd.k12.ca.us

Last updated: 1/16/2014

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

About Sky Mountain Charter:

Sky Mountain Charter School (SMCS) opened in the fall of the 2007/2008 school year. Sky Mountain values the role of the parent in the education of their children. SMCS believes in programs that offer individual learning plans for each student, and takes pride in modeling these principles. SMCS is an independent Charter School sponsored by the Lucerne Valley School District in San Bernardino County. SMCS Educational Specialists (ESs) work closely with the families to serve the assigned student's educational needs as determined by a written student agreement between the parent and the ES. The parent and ES work together toward student accomplishment and completion toward individual growth and state standards. They also work diligently to meet the major deadlines on the yearly paperwork timetable, as well as the paperwork deadlines for each student. ESs serve their share of required proctor duties each school year, and attend required professional growth trainings. Every ES must possess and maintain a valid teaching credential for every day they serve a student. Sky Mountain Charter School was granted WASC accreditation in 2008 and the school received a six year renewal in 2012.

Mission Statement:

We believe in educating each of our students for the 21st century by providing individualized learning opportunities that incorporate parental participation, choice and involvement in curricula offered in personalized learning environments.

Last updated: 1/13/2014

Opportunities for Parental Involvement (School Year 2012-13)

SMCS parents receive emails from a parent listserv that provides resources such as classes in our various geographic areas, college scholarship opportunities and deadlines, and Group Educational Activities (GEAs). On a GEA students go to local museums, zoos, aquariums...etc. Students have the opportunity to learn cooperatively in a hands-on environment and complete pre and post learning activities that coincide with the activity.

SMCS parents and ESs work together to select vendors that provide physical education classes (such as dance lessons, nutrition classes, swimming lessons... etc.). They also work together to select vendors who will provide group learning experiences such as small group tutoring or classes, music, art, and core subject classes.

SMCS's Parent Council members meet via teleconference twice per year. The parents are elected to the council and serve as a member for a two year term. Each member of the Parent Council is involved with decisions about the school and its policies. Parent Council members serve on a subcommittee to promote school and student needs. The role of the parent council member is to:

1. Uphold the mission of the school
2. Serve for a 2 year term
3. Be a parent of a SMCS student
4. Monitor school's performance
5. Monitor own performance
6. Make suggestions to improve school
7. Attend 2 teleconference meetings per year and any special meetings that arise
8. Serve on a subcommittee
9. Be involved in the WASC accreditation process
10. Do not have a personal agenda
11. Be positive!

Last updated: 1/8/2014

Student Performance

Standardized Testing and Reporting Program

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

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

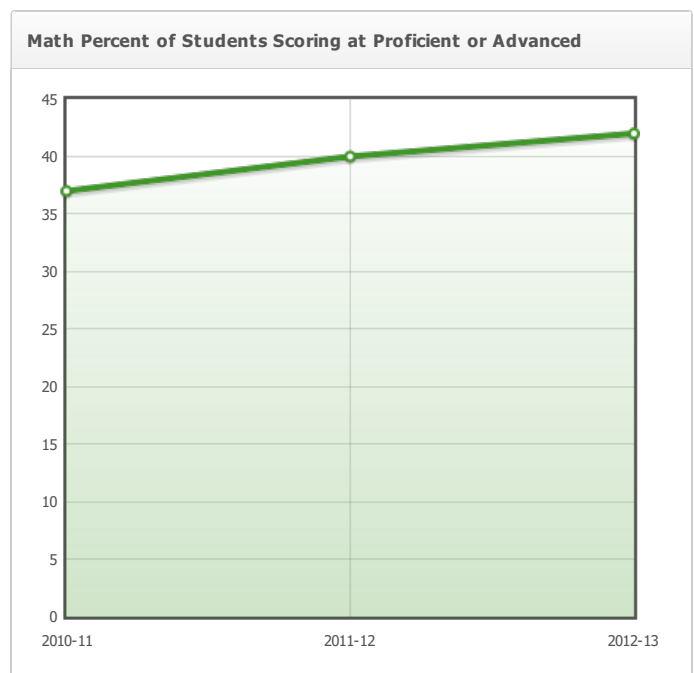
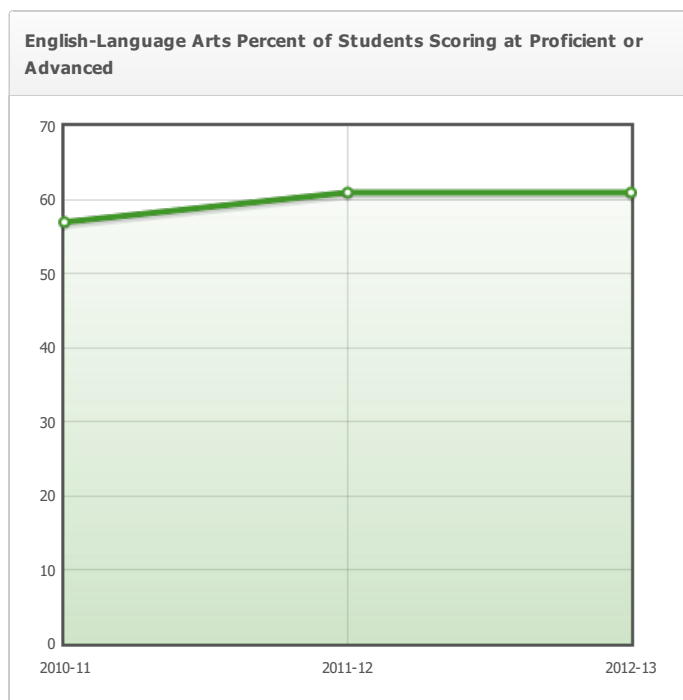
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

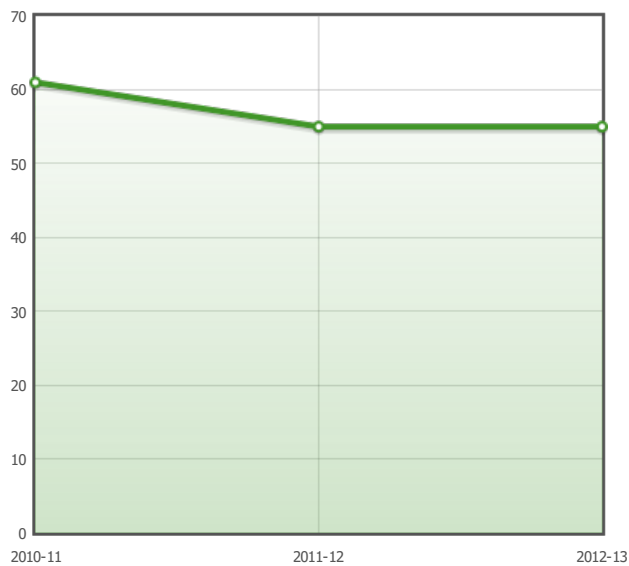
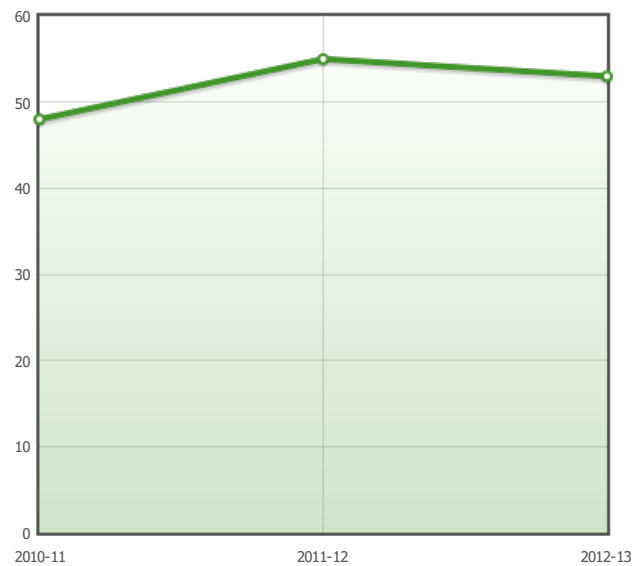
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	57%	61%	61%	49%	54%	54%	54%	56%	55%
Mathematics	37%	40%	42%	36%	38%	39%	49%	50%	50%
Science	61%	55%	55%	55%	50%	53%	57%	60%	59%
History-Social Science	48%	55%	53%	43%	50%	51%	48%	49%	49%

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



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/8/2014

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54%	39%	53%	51%
All Students at the School	61%	42%	55%	53%
Male	56%	43%	57%	59%
Female	65%	41%	53%	49%
Black or African American	56%	34%	N/A	N/A
American Indian or Alaska Native	82%	55%	N/A	N/A
Asian	87%	83%	83%	N/A
Filipino	72%	44%	N/A	N/A
Hispanic or Latino	48%	34%	47%	50%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	62%	43%	55%	52%
Two or More Races	69%	38%	62%	N/A
Socioeconomically Disadvantaged	47%	30%	40%	37%
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	44%	30%	25%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

Last updated: 1/8/2014

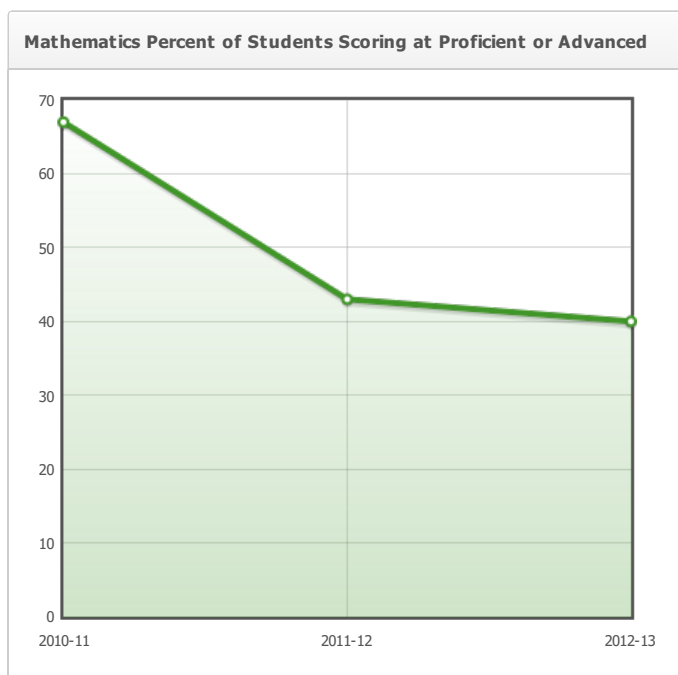
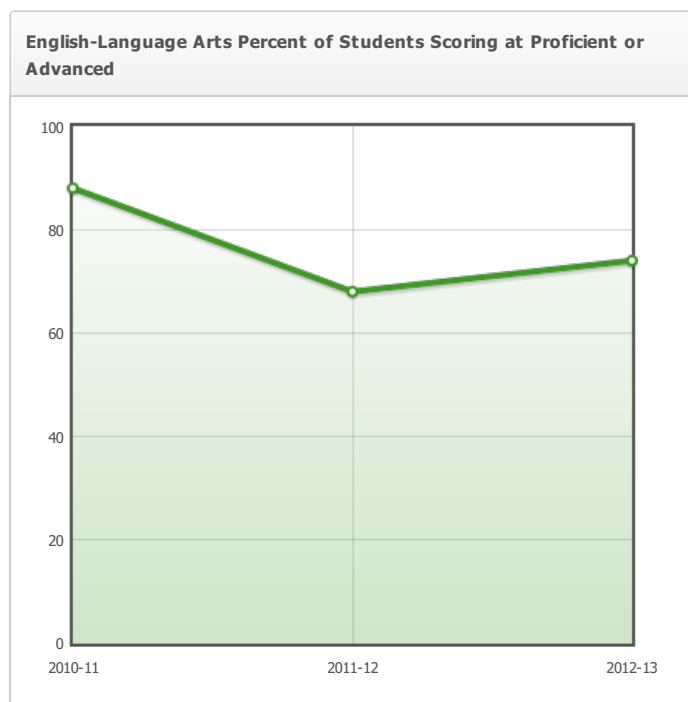
California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	88%	68%	74%	60%	49%	65%	59%	56%	57%
Mathematics	67%	43%	40%	40%	35%	50%	56%	58%	60%

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



Last updated: 1/8/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	35%	28%	36%	50%	39%	11%
All Students at the School	26%	31%	43%	60%	29%	11%
Male	23%	38%	38%	54%	38%	8%
Female	27%	27%	45%	64%	23%	14%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	29%	25%	46%	58%	29%	13%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	43%	21%	36%	79%	14%	7%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

Last updated: 1/8/2014

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

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

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.8%	38.5%	28.2%
7	16.8%	23.8%	43.8%
9	10.6%	25.5%	46.8%

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

Last updated: 1/8/2014

Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	2	3	4
Similar Schools	1	1	1

Last updated: 1/8/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	23	12	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	-12	2
Native Hawaiian or Pacific Islander			
White	21	18	1
Two or More Races			
Socioeconomically Disadvantaged	34	-19	4
English Learners			
Students with Disabilities			

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

Last updated: 1/8/2014

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

Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,382	784	573	725	4,655,989	790
Black or African American	30	744	19	700	296,463	708
American Indian or Alaska Native	11	868	5		30,394	743
Asian	57	923	9		406,527	906
Filipino	18	848	5		121,054	867
Hispanic or Latino	314	732	246	700	2,438,951	744
Native Hawaiian or Pacific Islander	5		7		25,351	774
White	881	791	276	750	1,200,127	853
Two or More Races	58	798	6		125,025	824
Socioeconomically Disadvantaged	504	724	464	712	2,774,640	743
English Learners	5		67	635	1,482,316	721
Students with Disabilities	109	659	100	664	527,476	615

Last updated: 1/8/2014

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

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

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

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

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

Last updated: 1/27/2014

Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60.0%

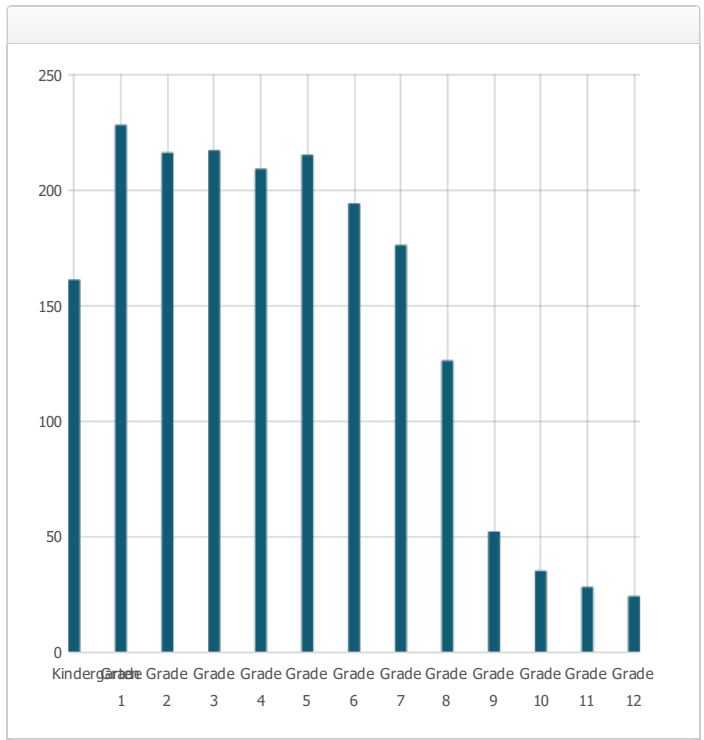
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/8/2014

School Climate

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

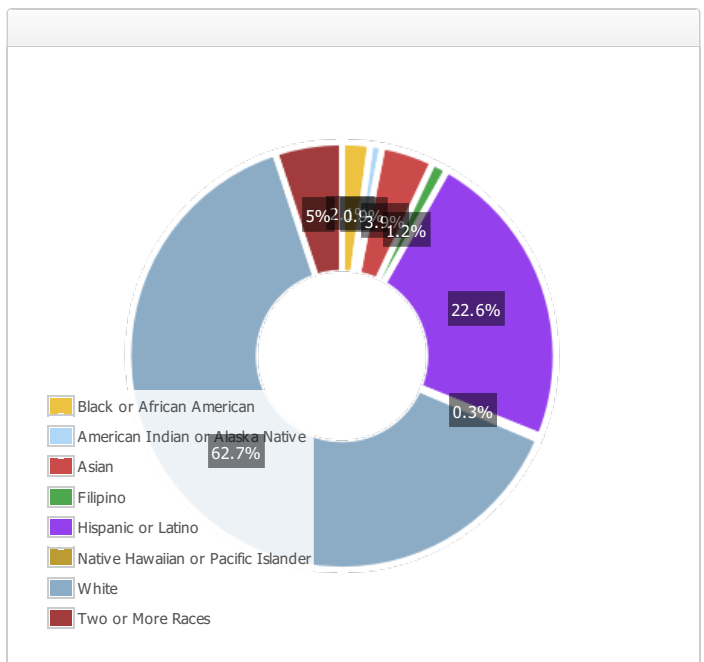
Grade Level	Number of Students
Kindergarten	161
Grade 1	228
Grade 2	216
Grade 3	217
Grade 4	209
Grade 5	215
Grade 6	194
Grade 7	176
Grade 8	126
Grade 9	52
Grade 10	35
Grade 11	28
Grade 12	24
Total Enrollment	1881



Last updated: 1/8/2014

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

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.9
Asian	3.9
Filipino	1.2
Hispanic or Latino	22.6
Native Hawaiian or Pacific Islander	0.3
White	62.7
Two or More Races	5.0
Socioeconomically Disadvantaged	35.4
English Learners	0.3
Students with Disabilities	5.9



Last updated: 1/8/2014

School Safety Plan (School Year 2012-13)

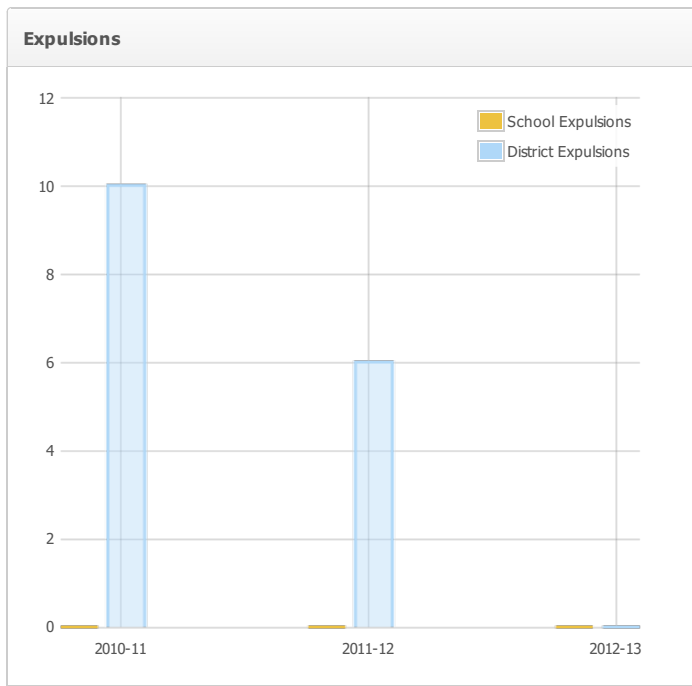
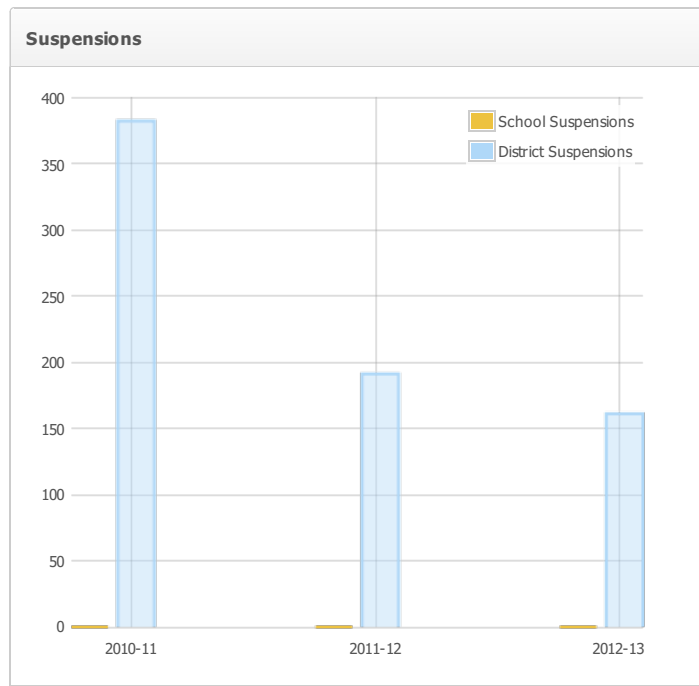
N/A-SMCS has no school owned facilities where students attend, as we are independent study, and do not operate any school learning centers.

Last updated: 1/8/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.00	0.00	0.00	382.00	191.00	161.00
Expulsions	0.00	0.00	0.00	10.00	6.00	0.00

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



Last updated: 1/27/2014

School Facilities

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

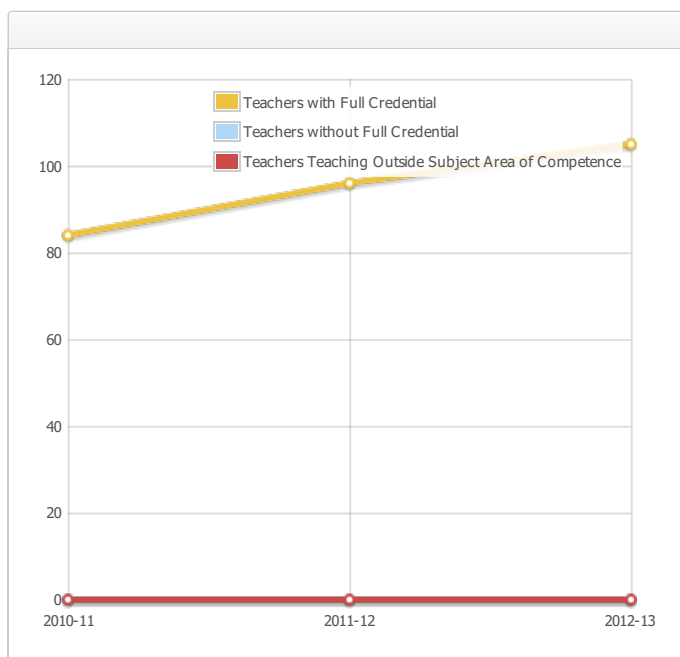
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Last updated: 1/8/2014

Teachers

Teacher Credentials

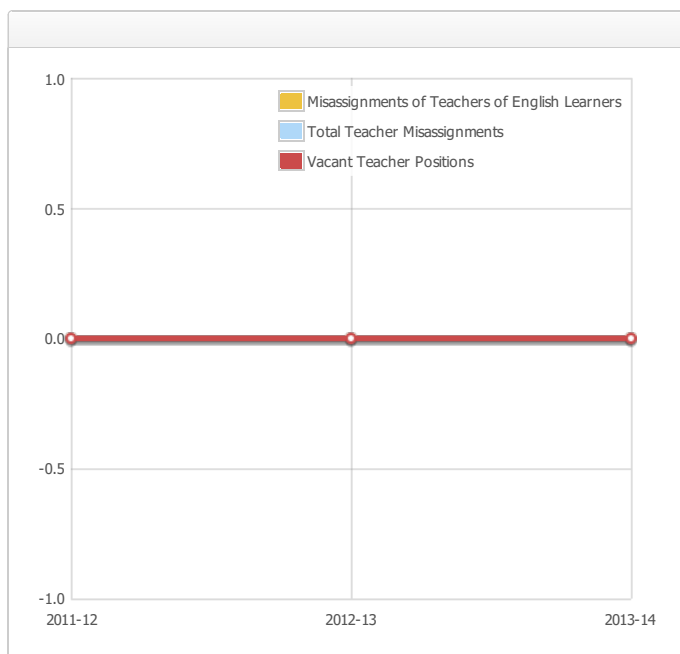
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	84	96	105	44
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/27/2014

Teacher Misassignments and Vacant Teacher Positions

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



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

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

Last updated: 1/9/2014

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

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

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

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

Last updated: 1/9/2014

Support Staff

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	376.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	1.3	N/A
Other	0.1	N/A

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

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

Last updated: 1/17/2014

Curriculum and Instructional Materials

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

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

Year and month in which data were collected:

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	New textbooks and materials available each year for each student		0.0
Mathematics	New textbooks and materials available each year for each student		0.0
Science	New textbooks and materials available each year for each student		0.0
History-Social Science	New textbooks and materials available each year for each student		0.0
Foreign Language	New textbooks and materials available each year for each student		0.0
Health	New textbooks and materials available each year for each student		0.0
Visual and Performing Arts	New textbooks and materials available each year for each student		0.0
Science Laboratory Equipment (grades 9-12)	New textbooks and materials available each year for each student		0.0

Last updated: 1/27/2014

School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,176	\$00	\$6,176	\$54,045
District	N/A	N/A	N/A	\$58,764
Percent Difference – School Site and District	N/A	N/A	N/A	5.27%
State	N/A	N/A	\$5,537	\$58,606
Percent Difference – School Site and State	N/A	N/A	10.34%	7.78%

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

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

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

Last updated: 2/10/2014

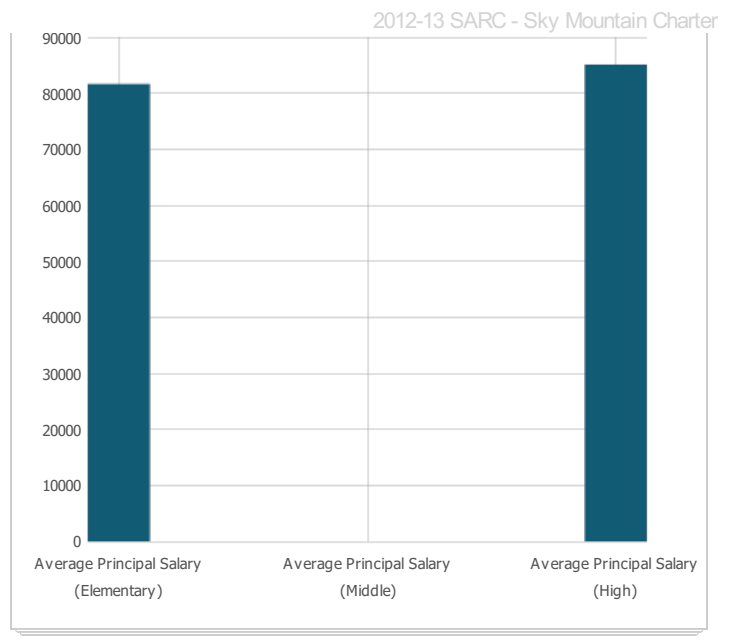
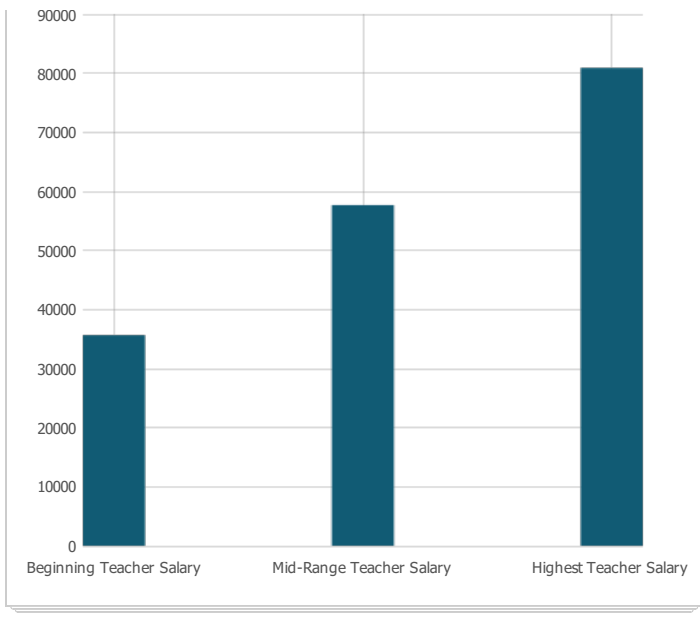
Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,671	\$38,390
Mid-Range Teacher Salary	\$57,679	\$55,793
Highest Teacher Salary	\$80,900	\$72,306
Average Principal Salary (Elementary)	\$81,628	\$88,846
Average Principal Salary (Middle)	\$00	\$92,801
Average Principal Salary (High)	\$85,099	\$95,916
Superintendent Salary	\$105,583	\$116,026
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	5.0%	7.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/27/2014

School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

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

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

California State University

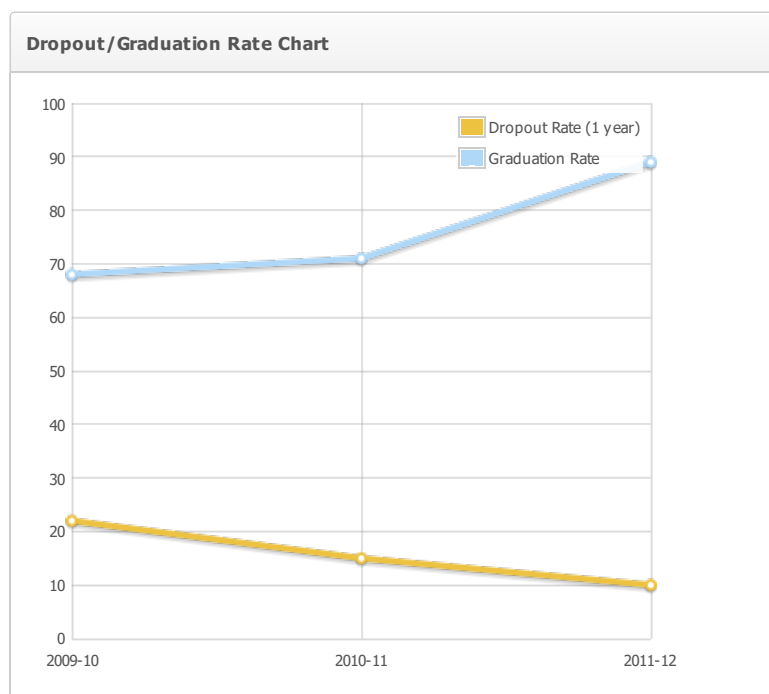
Eligibility for admission to the California State University (CSU) is determined by three factors:

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	22.7	15.6	10.5	16.5	10.9	11.5	16.6	14.7	13.1
Graduation Rate	68.18	71.88	89.47	78.64	78.26	72.13	74.72	77.14	78.73



Last updated: 1/8/2014

Completion of High School Graduation Requirements

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

Group	Graduating Class of 2012		
	School	District	State
All Students	21	64	418,598
Black or African American		2	28,078
American Indian or Alaska Native			3,123
Asian			41,700
Filipino			12,745
Hispanic or Latino	6	25	193,516
Native Hawaiian or Pacific Islander			2,585
White	15	34	127,801
Two or More Races		3	6,790
Socioeconomically Disadvantaged	2	4	217,915
English Learners	1	1	93,297
Students with Disabilities	13	53	31,683

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

Last updated: 1/8/2014

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	4.7
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	14.3

Last updated: 1/8/2014

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.

New Educational Specialists (ESs) are guided through an initial training process which covers all aspects of the job including administrative reporting and procedures, educational philosophies, all assessments required of students, and how to select curriculum that fits individual needs of their students. The ESs demonstrate their knowledge and understanding of these topics by completing training tests within the required time, and by passing those tests with 100% accuracy. The ES also attends in person trainings, individual one-on-one trainings with their advisor and observes veteran ESs at learning record meetings.

An advisor is assigned to each Educational Specialist to interact with them as a mentor and supervisor. The advisor explains the procedures and requirements in further detail, oversees their paperwork, and ensures that they are following set policies and procedures correctly.

Education Specialists attend required monthly professional development meetings with other ESs in their geographical area. Each meeting has a set agenda that informs the ESs of important information, reviews procedures and policies, new and current curriculum choices, teaching strategies and techniques, high school training, and conflict resolution strategies. The agenda also allows for networking time amongst the group on a variety of topics and procedures. There are two all day professional development days that are required for the ES to attend where further trainings on various aspects of the job are presented. Additional trainings are provided that are specific to policies, procedures, curriculum, and high school issues which are presented over a web based media.

Last updated: 1/8/2014