

**2011–12**  
**School Accountability Report Card Template**  
**(Word Version)**

**Prepared by:**  
California Department of Education  
Analysis, Measurement, and Accountability Reporting Division

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## Executive Summary School Accountability Report Card, 2011–12

**Valley Oak Academy > Mariposa****Address: 5428 Mariposa Avenue, Citrus Heights, CA 95610 Phone: 916-967-6253****Principal: Dave Cowles****Grade Span: 5<sup>th</sup> – 12<sup>th</sup> grade**

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 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**

*Valley Oak Academy is a non-public school for adolescent males diagnosed as Severely Emotionally Disturbed (ED), Autistic or have Moderate/Severe Mental Retardation. Valley Oak Academy will provides the following services to our students:*

- **Individually designed academic and vocational educational instruction**
- **Safe, caring, highly structured living environment**
- **Evidenced Based Practices including Trauma Focused, Cognitive Behavioral Therapy (TF-CBT) and Teaching Pro Social Skills (TPS)**

**Safety, Supervision and Structure**

***Valley Oak Academy's primary objective is to provide a safe, supervised and structured residential setting for pre-adolescent and adolescent males between the ages of 10 and 18 years who have been diagnosed as Severely Emotionally Disturbed, Autistic or have Moderate/Severe Mental Retardation. In addition to residential care, we provide social work services, individual group and family therapeutic services, psychiatric consultation, medication management, coupled with educational and vocational services. The ultimate goal of these activities is to encourage each client to develop abilities that will allow him to gain a sense of self-worth, increased independence and practical living skills.***

**Student Enrollment**

Group	Enrollment
Number of students	11
Black or African American	5
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	2
Native Hawaiian or Pacific Islander	0
White	4
Two or More Races	0
Socioeconomically Disadvantaged	0

**Teachers**

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

English Learners	0
Students with Disabilities	0

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	N/A
Mathematics	N/A
Science	N/A
History-Social Science	N/A

## Academic Progress<sup>2</sup>

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	N/A
Statewide Rank (from 2011 Base API Report)	N/A
Met All 2012 AYP Requirements	N/A
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	N/A
2012–13 Program Improvement Status (PI Year)	N/A

## School Facilities

### Summary of Most Recent Site Inspection

*Home and school inspections occur twice monthly. No major concerns were noted as a result of the latest inspection. An ongoing updating of maintenance projects remains current.*

### Repairs Needed

*Mariposa School and the accompanying residential facility are both presently in excellent condition.*

### Corrective Actions Taken or Planned

*Mariposa School and residential home receive inspections on a **twice monthly basis**. Protocol for Paradise Oaks Youth Services/Valley Oak Academy is that all needed/identified repairs are completed as reported by our current maintenance director.*

<sup>1</sup> Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

<sup>2</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

## School Finances

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

**School Completion**

Indicator	Result
Graduation Rate (if applicable)	4 of 11 pupils

**Postsecondary Preparation**

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

**California Department of Education**  
**School Accountability Report Card**  
**Reported Using Data from the 2011–12 School Year**  
*Published During 2012–13*

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 at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## **I. Data and Access**

### **Ed-Data Partnership Web Site**

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

**Throughout this document the letters DPL means Data provided by the LEA, and the letters DPC means Data provided by the CDE.**

## II. About This School

### District Contact Information (School Year 2012–13)

<b>Name</b>	Data provided by the CDE
<b>Phone Number</b>	Data provided by the CDE
<b>Web Site</b>	Data provided by the CDE
<b>Superintendent</b>	Data provided by the CDE
<b>E-mail Address</b>	Data provided by the CDE
<b>CDS Code</b>	Data provided by the CDE

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

<b>Name</b>	Data provided by the CDE
<b>Street</b>	Data provided by the CDE
<b>City, State, Zip</b>	Data provided by the CDE
<b>Phone Number</b>	Data provided by the CDE
<b>Principal</b>	Data provided by the CDE
<b>E-mail Address</b>	Data provided by the CDE

### School Description and Mission Statement (School Year 2011–12)

*Valley Oak Academy is a non-public school for adolescent males between the ages of 10 – 18 years who are diagnosed as Severely Emotionally Disturbed, Autistic, or have Moderate/Severe Retardation. Each student has an individualized program that is strictly IEP driven. Valley Oak Academy will provide program/educational components which include:*

- *Individually designed academic and vocational educational instruction*
- *Safe, caring, highly structured living environment*
- *Individually designed therapeutic treatment services*
- *Evidence Based Practices that encompass; Trauma Focused, Cognitive Behavioral Therapy as well as Teaching Pro Social Skills (TPS)*

*Valley Oak Academy's primary objective is in providing a safe, supervised and structured residential setting for boys between the ages of 10 and 18 years. Students have been diagnosed as Severely Emotionally Disturbed, Autistic, or have Moderate/Severe Mental Retardation. In addition, to residential care, we provide social work services, individual group and family therapy, psychiatric consultation, medication management, as well as educational and vocational opportunities. The overarching goal of these activities is to encourage each client to develop abilities that will allow the resident/student to gain a stronger sense of self-worth, increase independence and practical living skills.*

### Opportunities for Parental Involvement (School Year 2011–12)

*Valley Oak Academy / Mariposa campus takes all opportunities to involve parents to the extent that they are available. Family therapy is provided on an ongoing basis. Parents/guardians and/or educational rights holders are routinely invited to all activities. This may include; IEP's, graduation and promotional ceremonies. In addition, quarterly progress updates including report cards, transcripts, citizenship status and annual goal benchmarks are forwarded to the student's educational rights holders. Valley Oak Academy welcomes all student advocates to come in and meet with classroom teacher and/or school principal at any time to discuss student progress.*

### Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students
Kindergarten	Data provided by the CDE
Grade 1	Data provided by the CDE
Grade 2	Data provided by the CDE
Grade 3	Data provided by the CDE
Grade 4	Data provided by the CDE
Grade 5	Data provided by the CDE
Grade 6	Data provided by the CDE
Grade 7	Data provided by the CDE
Grade 8	Data provided by the CDE
Ungraded Elementary	Data provided by the CDE
Grade 9	Data provided by the CDE
Grade 10	Data provided by the CDE
Grade 11	Data provided by the CDE
Grade 12	Data provided by the CDE
Ungraded Secondary	Data provided by the CDE
Total Enrollment	Data provided by the CDE



### Student Enrollment by Student Group (School Year 2011–12)

Group	Percent of Total Enrollment
Black or African American	Data provided by the CDE
American Indian or Alaska Native	Data provided by the CDE
Asian	Data provided by the CDE
Filipino	Data provided by the CDE
Hispanic or Latino	Data provided by the CDE
Native Hawaiian or Pacific Islander	Data provided by the CDE
White	Data provided by the CDE
Two or More Races	Data provided by the CDE
Socioeconomically Disadvantaged	Data provided by the CDE
English Learners	Data provided by the CDE
Students with Disabilities	Data provided by the CDE

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

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	DPL	DPL	DPL	DPL	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
1	DPL	DPL	DPL	DPL	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
2	DPL	DPL	DPL	DPL	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
3	DPL	DPL	DPL	DPL	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
4	DPL	DPL	DPL	DPL	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
5	DPL	DPL	DPL	DPL	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
6	DPL	DPL	DPL	DPL	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Other	DPL	DPL	DPL	DPL	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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

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

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	DPL	DPL	DPL	DPL	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPL	DPL	DPL	DPL	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Science	DPL	DPL	DPL	DPL	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Social Science	DPL	DPL	DPL	DPL	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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

### III. School Climate

#### School Safety Plan (School Year 2011–12)

*Valley Oak Academy's primary objective is to provide a safe, supervised and structured residential and classroom setting for boys between the ages of 10 and 18 years diagnosed as Emotionally Disturbed (ED) Autistic or have moderate to severe retardation. There is ongoing contact with Probation, out of area school districts and with the Department of Social Services when a student presents a danger to himself or others. The following agencies are contacted in a timely manner when appropriate; Sacramento County Sheriff's Dept. / Citrus Heights Police (to determine 5150 status), Sacramento County Mental Health Assessment Center or Juvenile Hall. District officials and parents are routinely contacted when restraints during the instructional day occur. Also, any unsafe behaviors are reflected by both school and residential daily level system.*

#### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	DPL	DPL	DPL	DPL	DPL	DPL
Expulsions	DPL	DPL	DPL	DPL	DPL	DPL

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

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2012–13)

- Valley Oak Academy maintains a school site with a residential treatment component on its premises. Classrooms, auxiliary buildings, restrooms and school grounds are all maintained cleaned and services on a daily basis during the instructional school year. In house staff oversees the cleanliness and provides written reports regarding needed maintenance and repairs. There are currently two full time employees providing 24 hour, on-call maintenance and repair services. When incidences of properly destruction occur, timely repairs are made in accordance with agency policies.*

#### School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			N/A
<b>Interior:</b> Interior Surfaces					
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			N/A
<b>Electrical:</b> Electrical		X			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			N/A
<b>Safety:</b> Fire Safety, Hazardous Materials		X			N/A
<b>Structural:</b> Structural Damage, Roofs		X			

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			N/A
<b>Overall Rating</b>	X				

Note: Cells shaded in black do not require data.

Using the most recent FIT data (or equivalent) provides the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating (bottom row)

## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	1	1	1	1
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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 at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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	Data provided by the CDE	Data provided by the CDE
All Schools in District	Data provided by the CDE	Data provided by the CDE
High-Poverty Schools in District	Data provided by the CDE	Data provided by the CDE
Low-Poverty Schools in District	Data provided by the CDE	Data provided by the CDE

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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	11
Counselor (Social/Behavioral or Career Development)	2.0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	District assigned	
Social Worker	2.0	
Nurse	.5	
Speech/Language/Hearing Specialist	.5	
Resource Specialist (non-teaching)	0	
Other	Data provided by the LEA	

Note: Cells shaded in black 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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 instruction 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: ***Data provided by the LEA***

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2010	Yes	0
Mathematics	2007/08	Yes	0
Science	2007/13	Yes	0
History-Social Science	2006/07/11	Yes	0
Foreign Language	2000	Yes	0
Health	2006	Yes	0
Visual and Performing Arts	2012	Yes	0
Science Laboratory Equipment (grades 9-12)	2011/12	Yes	0

**Note: You are not required to present SARC information in a tabular format. This template is only a guide. You can provide a narrative or other format. But be sure to include all the information requested below for this section:**

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, & history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the SBE or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For K-8, include any supplemental curriculum adopted by local governing board

\*If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and **note the year and month in which the data were collected.**

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District			N/A	N/A
Percent Difference – School Site and District			N/A	N/A
State			N/A	N/A
Percent Difference – School Site and State			N/A	N/A

Note: Cells shaded in black 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 at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org> (Outside Source).

### Types of Services Funded (Fiscal Year 2011–12)

**Valley Oak Academy's primary objective is to provide a safe, supervised and structured residential and educational setting for boys between the ages of 10 and 18 years, who have been diagnosed as emotionally disturbed (ED), autistic, or have moderate to severe mental retardation. Valley Oak Academy's overarching goal is to encourage each client to develop abilities that will allow him to gain a sense of self-worth, increased independence and practical living skills. Mariposa School offers a full menu of services including:**

- **Behavior Support Plans (BSP) in writing and implementation**

- ***A full time credentialed Special Education Teacher***
- ***Four Instructional Aides within the classroom. All IA's have obtained a B.A. or B.S. degree in a related behavioral science field.***
- ***Small classroom ration of 2:1 (student/staff)***
- ***All staff receives an initial 40 hours of intensive training. Every line staff is certified in Professional Assault Crisis Training (PROACT)***

## Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	Data provided by the CDE	Data provided by the CDE
<b>Mid-Range Teacher Salary</b>	Data provided by the CDE	Data provided by the CDE
<b>Highest Teacher Salary</b>	Data provided by the CDE	Data provided by the CDE
<b>Average Principal Salary (Elementary)</b>	Data provided by the CDE	Data provided by the CDE
<b>Average Principal Salary (Middle)</b>	Data provided by the CDE	Data provided by the CDE
<b>Average Principal Salary (High)</b>	Data provided by the CDE	Data provided by the CDE
<b>Superintendent Salary</b>	Data provided by the CDE	Data provided by the CDE
<b>Percent of Budget for Teacher Salaries</b>	Data provided by the CDE	Data provided by the CDE
<b>Percent of Budget for Administrative Salaries</b>	Data provided by the CDE	Data provided by the CDE

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

## IX. 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.
- **California 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 at <http://star.cde.ca.gov>.



### 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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
History-Social Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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.

### 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	DPC	DPC	DPC	DPC
All Students at the School	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC

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.

## California High School Exit Examination

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/>.

## California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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.

## California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

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

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.

## California Physical Fitness Test Results (School Year 2011–12)

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 at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

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.

## X. 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 at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2009	2010	2011
Statewide	DPC	DPC	DPC
Similar Schools	DPC	DPC	DPC

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC

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.

### Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 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	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC

## Adequate Yearly Progress

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 at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	DPC	DPC
Met Participation Rate - English-Language Arts	DPC	DPC
Met Participation Rate - Mathematics	DPC	DPC
Met Percent Proficient - English-Language Arts	DPC	DPC
Met Percent Proficient - Mathematics	DPC	DPC
Met API Criteria	DPC	DPC
Met Graduation Rate	DPC	DPC

### Federal Intervention Program (School Year 2012–13)

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: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	DPC	DPC
First Year of Program Improvement	DPC	DPC
Year in Program Improvement	DPC	DPC
Number of Schools Currently in Program Improvement		DPC
Percent of Schools Currently in Program Improvement		DPC

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college 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 at <http://www.universityofcalifornia.edu/admissions/>. (Outside Source)

## 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 at <http://www.calstate.edu/admission/admission.shtml>. (Outside Source)

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate		DPC	DPC		DPC	DPC		DPC	DPC
Graduation Rate		DPC	DPC		DPC	DPC		DPC	DPC

Note: Cells shaded in black do not require data.

## 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.

## Graduating Class of 2012

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

Note: Cells shaded in black do not require data.

### Career Technical Education Programs (School Year 2011–12)

*Valley Oak Academy students have the distinct opportunity to participate in various career and technical programs offered in the Sacramento region. Students may participate in the Regional Occupational Program (ROP) hosted through the Sacramento County Office of Education. In addition, students attend sessions at the local Career Center (CC). Computer technology classes are offered in order to allow students the opportunity to gain much needed technical and future career related experience.*

### Career Technical Education Participation (School Year 2011–12)

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

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

UC/CSU Course Measure	Percent
2011–12 Students Enrolled in Courses Required for UC/CSU Admission	Data provided by the CDE
2010–11 Graduates Who Completed All Courses Required for UC/CSU Admission	Data provided by the CDE

### Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	Data provided by the CDE	
English	Data provided by the CDE	
Fine and Performing Arts	Data provided by the CDE	
Foreign Language	Data provided by the CDE	
Mathematics	Data provided by the CDE	
Science	Data provided by the CDE	
Social Science	Data provided by the CDE	
All courses	Data provided by the CDE	Data provided by the CDE

Note: Cells shaded in black do not require data.

\* Where there are student course enrollments.

## **XII. Instructional Planning and Scheduling**

### **Professional Development**

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

- *Staff development opportunities are infused in the weekly schedule of all educational staff working either directly or indirectly with Mariposa students. Student progress via monitoring of goals is reviewed, redefined on a weekly basis weekly basis to ensure student progress. Data is gathered and evaluated by the teacher, educational staff and principal on each nine (9) week marking period.*
- *Professional development opportunities are accessed via area workshops, conferences and team meetings that relate to the individual clients Valley Oak Academy serve.*