Dubnoff Center for Child Development

Address: 10526 Dubnoff Way, North Hollywood, CA 91606 **Phone: (818) 755-4950**
Principal: Karla Uribe **Grade Span:5th-12th**

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

The Dubnoff Center for Child Development's purpose is to nurture the potential in each child with developmental, emotional and/or behavioral challenges. The Center specializes in providing integrated educational, clinical and vocational services for each child's unique situation. An inclusive environment provides exposure and a range of alternatives designed to increase opportunities leading to improved academic skills, socialization, and mainstreaming into the general community.

Dubnoff's students are referred by school districts in the greater Los Angeles County. Students receive individualized speech and language services, individual, group and family therapy, and additional adult assistance as prescribed by the IEP.

The Dubnoff Center Model: A professional staff designs customized programs based upon the understanding of the whole child.

At the Dubnoff Center we provide children with solutions - not labels or diagnoses - our specific interventions are designed to meet the needs of each child. Our unique approach creates a web of professionals, designing goals as safety net for our children and their families. At Dubnoff we focus on each child's academic progress, individual needs, emotional health, and positive behavioral responses. Through our program each child can look forward to participating successfully in the broader community. We are small enough, caring enough, and flexible enough to create just the right environment for each child. Dubnoff Center, our students, their families, and the staff share responsibility, experiences and successes.

Student Enrollment

Group	Enrollment
Number of students	53
Black or African American	9.4%
American Indian or Alaska Native	0%
Asian	1.8%
Filipino	0%
Hispanic or Latino	69.8%

Teachers

Indicator	Teachers
Teachers with full credential	5
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Native Hawaiian or Pacific Islander	0%
White	16.9%
Two or More Races	1.8%
Socioeconomically Disadvantaged	84.9%
English Learners	22.6%
Students with Disabilities	100%

Student Performance

Subject	Students Proficient and Above on STAR[1] Program Results
English-Language Arts	NA
Mathematics	NA
Science	NA
History-Social Science	NA

Academic Progress[2]

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

School Facilities

Summary of Most Recent Site Inspection

Dubnoff Center had a successful site inspection in 2011 and was recertified by the California Department of Education, Western Association of Schools and Colleges, California Association of Private Special Education Schools, National Association of Special Education Teachers and the Commission on Accreditation of Rehabilitation Facilities.

Repairs Needed

The Dubnoff Center is undergoing campus improvement projects with the help of community volunteers and sponsors.

Corrective Actions Taken or Planned

All corrective action sited by the CDE during the State Review conducted in November 2011 were resolved immediately jointly by LAUSD and Dubnoff Center via the IEP process.

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[1] 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.
[2] 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	$124
District	NA
State	NA

School Completion

Indicator	Result
Graduation Rate (if applicable)	100%

Postsecondary Preparation

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

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)

Name	LAUSD contracted NPS
Phone Number	213 241-1000
Web Site	www.lausd.net
Superintendent	John Deasy
E-mail Address	suoerintendent@lausd. net
CDS Code	19-64733-6934707

School Contact Information (School Year 2012–13)

Name	Dubnoff Center for Child Development
Street	10526 Dubnoff Way
City, State, Zip	North Hollywood
Phone Number	818 755 4950
Principal	Karla Uribe
E-mail Address	karlau@dubnoffcenter.org

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

The Dubnoff Center for Child Development is a non-public, not for profit, WASC accredited special day school is located in the urban area of North Hollywood, California. The school was founded in 1948 by educator Belle Dubnoff. Dubnoff moved to our current location in 1962. At that time, the student population consisted of children from birth to age 15. In 1977, Dubnoff Center expanded to establish the residential model group homes, two of which are currently in operation, serving twelve adolescent boys.

Dubnoff provides special education services for children and adolescents with learning, emotional, behavioral, and/or developmental disabilities and autism spectrum disorder. Dubnoff Center's unique interdisciplinary team approach provides students aged 5 to 22 with an integrated and individualized educational, therapeutic and behavioral intervention program and vocational services enabling special needs youth to lead productive lives as they transition into the larger community, maximizing each individual's potential.

The elementary, middle and high school program includes an emphasis in the development of: academic achievement, social skills, self esteem, problem solving, and school performance. The Dubnoff Center living skills program curriculum emphasizes development of: functional communication, academic, recreation/leisure, self-care/independent living, motor skills/mobility, social/emotional and vocational. The Dubnoff Center MSP program emphasizes the development of: academic achievement, self esteem and school performance in a modified school schedule. The MSP program uses a combination of in seat instruction and take home work which requires that students complete a minimum of 2400 minutes of district approved coursework to attain 5 course credits every 8 weeks (quarter).

Dubnoff Center abides by state and district grade level standards and courses to ensure successful graduation requirements. Dubnoff offers instructional accommodations and modifications tailored to individual student needs. Students have the opportunity to participate in activities during breaks, lunch, PE and other school-wide activities. Dubnoff provides a special day program with a low teacher-to-student ratio. In addition to our academic programs we also offer speech and language instruction, individual counseling and a full array of mental health services. The services are provided by licensed and fully credential teachers and therapists. Our programs lead students to prepare for transition to independence and community stability by assisting each students development of self regulatory and independent functioning skills.

Opportunities for Parental Involvement (School Year 2011–12)

The Dubnoff Center staff communicates regularly with parents and helps educate them on their ability to play an important role in their child's education through a variety of means. Dubnoff encourages parents to participate in Dubnoff Volunteer Program, make phone calls whenever they want to speak directly to someone from the Principal, to the Teacher to a support staff member. Homeroom advisers use daily communication books that travel with the student from school to home and back again every day that describe the student's day and home work assignments where the parent can ask questions and/or make comments to the teacher. The Center provides family counseling sessions for those families who would like it where parents are able to discuss their concerns and feelings and receive feedback and strategies from trained professionals. Parent surveys are developed in order to gather information that would be useful for the improvement of the school. There is also a "Back to School Night "in the fall semester, an "Open House" in spring, and Coffee with the Principal" where parents can have an open forum to with the principal.

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	1
Grade 7	1
Grade 8	1
Ungraded Elementary	0
Grade 9	14
Grade 10	8
Grade 11	11
Grade 12	17
Ungraded Secondary	0
Total Enrollment	53

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

Group	Percent of Total Enrollment
Black or African American	9.4
American Indian or Alaska Native	0
Asian	1.8
Filipino	0
Hispanic or Latino	69.8
Native Hawaiian or Pacific Islander	0
White	16.9
Two or More Races	1.8
Socioeconomically Disadvantaged	84.9
English Learners	22.6
Students with Disabilities	100

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+
6-8	10	1			8	1			6	1		

* 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	12	2			12	2			12	2		
Mathematics	12	1			12	1			12	2		
Science	12	1			12	1			12	1		
Social Science	12	1			12	1			12	1		

* 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)

The Dubnoff Center has developed procedures for administration of emergencies, medication to students, and transportation as outlined in the Policies and Procedures Handbook. School wide earthquake and fire drills are conducted monthly. All classrooms contain emergency contact information for each student, emergency binders, flashlights, gloves, ice packs, and whistles. In case of emergency or other evacuations, supplies to support students and staff for 3 days are contained in the nursing office and individual classrooms.

1. In the event of a fire - evacuate all students and staff immediately to the street in front of the main gate. Teachers do a count of all students and staff and report any missing persons to the Situation Status Officer.

2. In the event of an earthquake - get under desk, table or in doorway. Clasp hands firmly behind the head, covering the head. Stay in this position for 15 seconds or until the shaking stops. Once shaking stops, escort all clients to the assembly area in the street in front of the main gate. Be careful of any overhead electrical services that may have fallen on the pavement. As soon as possible take a count of all students and staff and report missing persons to the Situation Status Officer.

3. In the event of a bomb threat - notify Incident Commander immediately and follow their instructions.

4. In the event of catastrophic destruction (car into building, plane crash etc.) - evacuate all clients to the Assembly area in the street outside of the main gate if possible or to the alternate assembly area moving toward Cahuenga Blvd and gathering at the first safe area. As soon as possible take a count of all students and staff and report missing persons to the Situation Status Officer.

a. In the event of any type of emergency it is important that staff remain calm, follow training, and remove students, other staff, and themselves to an area of safety as soon as possible.

b. Check for missing students and/or staff members and report immediately to the Situation Status Officer.

c. Do not try to help trapped people at danger to yourself or others. Vacate the area and report immediately to the Situation Status Officer.

d. Further instructions will be received from the Situation Status Officer.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	3	3	5	NA	NA	NA
Expulsions	0	0	0	NA	NA	NA

* 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)

- ▪ The Dubnoff Center is maintained by a full-time Facilities staff. Facilities are cleaned daily and regularly inspected for any unsafe conditions. Physical upgrades are made to the building and campus annually. Repairs and improvements are done regularly. The Dubnoff Center is in compliance with all safety and health standards.

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			NA
Interior: Interior Surfaces		X			NA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			NA
Electrical: Electrical		X			NA
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			NA
Safety: Fire Safety, Hazardous Materials		X			NA
Structural: Structural Damage, Roofs		X			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			NA
Overall Rating	X				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	8	8	5	NA
Without Full Credential	0	0	2	NA
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	NA

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	100	0
All Schools in District	NA	NA
High-Poverty Schools in District	NA	NA
Low-Poverty Schools in District	NA	NA

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	4	14
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)	1	
Psychologist	1	
Social Worker	1	
Nurse	1	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	0	
Other	-	

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	2011	Yes	0
Mathematics	2011	Yes	0
Science	2011	Yes	0
History-Social Science	2011	Yes	0
Foreign Language	2011	Yes	0
Health	2011	Yes	0
Visual and Performing Arts	2011	Yes	0
Science Laboratory Equipment (grades 9-12)	2011	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	$124	-	$124	$45,000
District			NA	NA
Percent Difference – School Site and District			NA	NA
State			NA	NA
Percent Difference – School Site and State			NA	NA

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)

Dubnoff provides a special day program with 1:6 staff – to – student ratio. In addition to our academic programs the school also offers speech and language instruction, individual counseling and a full array of mental health services. The services are provided by licensed and fully credential teachers and therapists. Our programs lead students to prepare for transition to independence and community stability by assisting each students development of self regulatory and independent functioning skills.

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	8.3	5	4.4	NA	NA	NA	NA	NA	NA
Mathematics	0	0	0	NA	NA	NA	NA	NA	NA
Science	4.7	2	2.2	NA	NA	NA	NA	NA	NA
History-Social Science	3.7	0	0	NA	NA	NA	NA	NA	NA

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	NA	NA	NA	NA
All Students at the School	4.4	0	2.2	0
Male	2.2	0	2.2	0
Female	2.2	0	0	0
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	2.2	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	2.2	0	2.2	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0

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	0	62.5	16.6	NA	NA	NA	NA	NA	NA
Mathematics	12.5	25	16.6	NA	NA	NA	NA	NA	NA

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	NA	NA	NA	NA	NA	NA
All Students at the School	0	16.6	0	0	16.6	0
Male	0	16.6	0	0	16.6	0
Female	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	0	16.6	0	0	16.6	0
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Students with Disabilities	0	16.6	0	0	16.6	0
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA	NA

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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	NA	NA	NA
7	NA	NA	NA
9	NA	NA	NA

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.

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 (1-year)	4.4	4	5	NA	NA	NA	NA	NA	NA
Graduation Rate	100	100	100	NA	NA	NA	NA	NA	NA

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

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	100	NA	
Black or African American	0	NA	
American Indian or Alaska Native	0	NA	
Asian	0	NA	
Filipino	0	NA	
Hispanic or Latino	100	NA	
Native Hawaiian or Pacific Islander	0	NA	
White	0	NA	
Two or More Races	0	NA	
Socioeconomically Disadvantaged	0	NA	
English Learners	20	NA	
Students with Disabilities	100	NA	

Note: Cells shaded in black do not require data.

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	100
2010–11 Graduates Who Completed All Courses Required for UC/CSU Admission	100

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	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.

Professional development is facilitated using formal and informal training. Staff and administration identify topics through a needs assessment process, with training provided by experts in each area, funded federal monies, and categorical or grant funds, or by Dubnoff Center. The school year begins with 2 days of professional training for staff. There are 10 minimum days and thee pupil free days during which professional development trainings are held.

Dubnoff Center Professional Development Workshops : Behavior Management, California Community of Practice Secondary Transition Symposium: Blueprint for Success, Child Abuse Reporting, Collaborative Teaching, CPR, Crisis De-Escalation, Cross Training/In-Service Training on Vocational Assessment, Cultural Competency/Sensitivity Training, Curriculum Methods, Defensive Drivers Training, Differentiated Instruction, Education and Employment: Cornerstones of Mental Health, Employment Challenges Overcoming Barriers, Employment Success and Co-Occurring Disorders, Exposure to Violence and A Child's Developing Brain, Expungement, First Aid, Gangs and Drugs in the Group Homes, House Security: What to look for, State of Residential Care, How to Supervise People, IEP/PLP Goals Training, Job Analysis & Task Analysis, Job Coaching- levels of intervention-teaching techniques, Job Development and Employment Retention, Job Placement, Knowing Your Monitors and What to Expect, Power Struggles between Clients and Staff, CPI, Protecting Privacy in State Government, Reading Intervention, Sealing Juvenile Records, Sexual Harassment, Supporting Self-Determination and Enhancing Career Development for Young Adults with Mental Health Diagnoses, Test Taking Skills, Transition Planning.