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TEHAMA COUNTY SPECIAL EDUCATION

SCHOOL ACCOUNTABILITY REPORT CARD
Reported using data from the 2011-2012 School Year
Published during 2012-2013

1135 Lincoln Street

Red Bluff, CA 96080

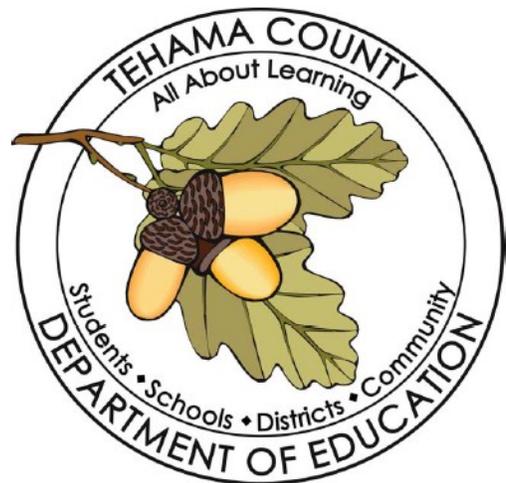
Phone: 530-528-7331

Fax: 530-529-4134

Serving Grades K-12

2011-2012 Student Enrollment: 34

Heidi Schueller, Assistant Superintendent



Tehama County Department of Education

1135 Lincoln Street

Red Bluff, CA 96080

530-527-5811

<http://www.tehamaschools.org/>

Larry Champion, Superintendent

INTRODUCTION

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.

II. About This School

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

Tehama County Special Programs staff is dedicated to providing the county’s students with specially designed instruction that promotes and encourages each student to achieve their personal best academically, socially, and behaviorally. We value working with our community in an honest, respectful, and collaborative manner for which the success of our students if measured by their successful participation in their homes, schools, and community. We believe that students can realize the potential of their unique aptitudes and talents when staff is highly trained and parents, administrators and teachers have high expectations for student performance.

All students have the ability as well as the right to learn and to progress. It is the goal of the Tehama County Special Programs Department to provide the most meaningful education program to meet each student’s individual needs in the least restrictive environment. Each student’s education program shall be identified through the IEP process utilizing a team approach to develop and implement functional and academic goals and objectives that align to state standards and best practices.

The Tehama County Department of Education operates nine special education classes for students with disabilities. The classes are provided through an agreement with the Tehama County SELPA and are available to all of the school districts within the county. All classrooms, with the exception of the adult 18-22 year old program, is located on school sites based on age configuration and geographic location. A description of the classrooms follows.

Classrooms for Pre-school Aged Students:

Two classrooms for pre-school aged students are housed adjacent to the Berrendos School campus in the City of Red Bluff. The pre-school programs are three hours a day, 4 days a week, operating both morning and afternoon classes. The programs serve students with delays in language development and academic readiness and students with autism.

Classrooms for Students with Hearing Impairments:

There are two classrooms for school aged students with hearing impairments, including deaf and hard of hearing. One program is housed at Gerber School, a K-8 campus located in the center of the county and one program is housed on the Red Bluff High School campus.

Classrooms for Students with Moderate to Severe Disabilities:

- There are three classrooms for elementary age students with moderate to severe disabilities housed at Gerber School. These three classrooms are organized to serve students based on their age and areas of need.
- One classroom for students age 14 to 22 is located at Corning High School. This program primarily serves students in the southern portion of the county
- One classroom for adults age 18-22 is housed in a separate facility adjacent to the County Department of Education in the City of Red Bluff.

The goal for all of these classrooms is to provide a comprehensive educational program aligned to the state content standards and/or aligned with transition goals and services and based on each student’s Individualized Education Plan (IEP).

Opportunities for Parental Involvement (School Year 2011–12)

Because county-operated programs are located at school sites throughout Tehama County, parents are encouraged to participate in events at the school site where their child’s classroom is located. In addition to regular school events such as open house, parent conferences, holiday programs, etc., parents are invited to participate in their child’s IEP meetings and in Community Advisory Committee meetings. The Community Advisory Committee meets regularly throughout the year. It provides an opportunity for parents to network with other parents of disabled children, to learn more about special education, and to have input into the development of special education programs.

A *Visitors/Outsiders* policy **SP 1250(a)** was adopted in February, 2011. Parents/legal guardians wishing to visit and observe their child’s classroom are welcome to schedule such visits with the classroom teacher; such visits will generally be scheduled by the teacher for time periods that will most enhance their instruction and activities in the classroom, while minimizing disruption of other students. To maintain the instructional integrity of the classroom, visitors are requested to schedule no more than one thirty minute visit per week. Visitations may not be made when tests/examinations are being administered. All visitors agree to maintain confidentiality of all students in the classroom. Any disruption by a visitor will result in termination of that individual’s visit. To see the full contents of the *Visitors/Outsiders* policy, or for details on how to become involved at your child’s school, please contact Heidi Schueller at (530) 527-5811.

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

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|------------------|--------------------|
| Kindergarten | 3 | Grade 8 | 3 |
| Grade 1 | 5 | Grade 9 | 2 |
| Grade 2 | 4 | Grade 10 | 2 |
| Grade 3 | 3 | Grade 11 | 1 |
| Grade 4 | 4 | Grade 12 | 2 |
| Grade 5 | 3 | Total Enrollment | 34 |
| Grade 6 | 2 | | |
| Grade 7 | 1 | | |

Student Enrollment by Subgroup (School Year 2011–12)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.0% |
| American Indian or Alaska Native | 2.9% |
| Asian | 0.0% |
| Filipino | 2.9% |
| Hispanic or Latino | 29.4% |
| Native Hawaiian or Pacific Islander | 0.0% |
| White | 61.8% |
| Two or More Races | 2.9% |
| Socioeconomically Disadvantaged | 82.4% |
| English Learners | 17.6% |
| Students with Disabilities | 100.0% |

Average Class Size and Class Size Distribution

Not applicable to this school site.

III. School Climate

School Safety Plan (School Year 2011–12)

School safety plans vary from site to site but generally include procedures to address the following types of emergencies: fire, earthquake, emergency drills, intruders on campus, bomb threats, but accidents, drugs/weapons possession, discipline, student accountability/release, etc. Plans also outline procedures for allowing visitors on campus and providing crisis intervention support to students and staff.

A *Visitors/Outsiders* policy **SP 1250(a)** was adopted in February, 2011. Parents/legal guardians wishing to visit and observe their child’s classroom are welcome to schedule such visits with the classroom teacher; such visits will generally be scheduled by the teacher for time periods that will most enhance their instruction and activities in the classroom, while minimizing disruption of other students. To maintain the instructional integrity of the classroom, visitors are requested to schedule no more than one thirty minute visit per week. Visitations may not be made when tests/examinations are being administered. All visitors agree to maintain confidentiality of all students in the classroom. Any disruption by a visitor will result in termination of that individual’s visit. To see the full contents of the *Visitors/Outsiders* policy, or for details on how to become involved at your child’s school, please contact Heidi Schueller at (530) 527-5811.

Suspensions and Expulsions

| Rate* | School 2008-09 | School 2009-10 | School 2010-11 | District 2008-09 | District 2008-09 | District 2010-11 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|
| Suspensions | 0 | 0 | 0 | 0 | 2 | 35 |
| Expulsions | 0 | 0 | 0 | 0 | 0 | 0 |

*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)

Adult supervision is available at local school sites from about 30 minutes prior to the start of school until about 15 minutes after school is over or until the last school bus arrives to take students home. Adult supervision is provided in the cafeteria and on the playground for students who arrive prior to the start of school. Teachers are also available in their classrooms both before and after school for students who are either unable or prefer not to be outside. For classrooms that are not located on school sites, adult supervision is available from about 30

minutes prior to the start of school in the morning until the children leave for home.

Classroom visitors must adhere to the procedures for the school site where the classroom is located. Local school sites require that all visitors sign in at the office and obtain a visitor’s pass before going onto campus. Visitors to classroom not located on a school site may check in directly with the teacher in charge. (*Visitors/Outsiders* SP 1250(a), February, 2011).

All special education classrooms have at least 900 square feet of instruction space. Special education classes located at Berrendos School are located in a 5,750 square foot building that was originally constructed in 1978 and then remodeled in 1982. Classrooms are designed to provide areas for large group, individual, and small group learning activities. In addition, most classrooms also have a kitchen and a laundry area for teaching daily living skills. Separate bathroom facilities for men and women are located within the same building. When not used for instruction, the kitchen also serves as a space for relaxation and a break area for staff.

All facilities are cleaned on a daily basis. Safety inspections are conducted monthly to ensure the sites are clean and safe. Maintenance staff ensures that all repairs necessary to keep the sites in good repair are completed in a timely manner. A Maintenance Request Form is used to ensure efficient service on any and all site related issues.

The Tehama County Department of Education participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school district with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the current 2012-2013 school year, the department has budgeted \$116,148 for the deferred maintenance program. This represents 0.6% of the department’s general fund budget.

Repair Needed and Action Taken or Planned

Cleanliness: Currently, there are anti-pest combatants in place to try to exterminate rodents (Berrendos and Gerber sites).

External: In planning/discussion for paint on exterior surface (Berrendos site).

| System Inspected | Repair Status | | | |
|--|---------------|------|------|------|
| | Exemplary | Good | Fair | Poor |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | ✓ | | |
| Interior: Interior Surfaces | | ✓ | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | | ✓ | | |
| Electrical: Electrical | | ✓ | | |
| Restroom/Fountains: Restrooms, Sinks, Fountains | | ✓ | | |
| Safety: Fire Safety, Hazardous Materials | | ✓ | | |
| Structural: Structural Damage, Roofs | | | ✓ | |
| External: Playground/ School Grounds, Windows, Doors, Gates, Fences | | | | ✓ |
| Overall Rating | | ✓ | | |

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

This table displays three-year data on the number of teachers with a full credential, without a full credential, and those teaching outside their subject area of competence. Detailed

| Teachers | School 2009-10 | School 2010-11 | School 2011-12 | District 2011-12 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 7 | N/A | N/A | 34 |
| Without Full Credential | 5 | N/A | N/A | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

information about teacher qualifications can be found at <http://dq.cde.ca.gov/dataquest/>.

Teacher Misassignments and Vacant Teacher Positions

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

This table displays the number of teacher misassignments and vacant teacher positions for the most current three-year period.

| Teachers | 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 |

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 High 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/>.

This table displays the percent of classes in core academic subjects taught by NCLB compliant teachers in the school, in all schools in the districts, in high-poverty schools in the district, and in low-poverty schools in the district during 2011-2012.

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.

| 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 | 100.00% | 0.00% |
| All Schools in District | 100.00% | 0.00% |
| High-Poverty Schools in District | 100.00% | 0.00% |
| Low-Poverty Schools in District | 0.00% | 0.00% |

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

| Title | Number of FTE* Assigned to School | Average Number Students per Counselor |
|--|-----------------------------------|---------------------------------------|
| Academic Counselor | 0 | 0 |
| Counselor (Social/ Behavioral or Career Development) | 0 | |
| Library Media Teacher (librarian) | 0 | |
| Library Media Services Staff (paraprofessional) | 0 | |
| Psychologist | 1 | |
| Social Worker | 0 | |
| Nurse | 1 | |
| Speech/Language/ Hearing Specialist | 2 | |
| Resource Specialist (non-teaching) | 0 | |
| Other | 0 | |

VII. Curriculum and Instructional Materials

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

Instructional materials and curriculum are aligned to state standards and per-school foundations and to meet individual goals on student individual education plans. All students have equal access to core curriculum adopted at individual school sites.

VIII. School Finances

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

County offices of education are not required to report average salaries and expenditures. The California Department of Education’s (CDE) School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

For detailed information on school expenditures for all districts in California, see *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/dis/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>.

Types of Services Funded
(Fiscal Year 2011–12)

All of our programs are considered categorical and are funded through I.D.E.A. (Individuals with Disabilities Education Act), and include the following:

- Exceptional Needs Elementary
- Exceptional Needs Intermediate
- Deaf/Hard of Hearing Program
- Exception Needs Preschool
- Adaptive Physical Education
- Corning Adult Vocational Education
- Tehama Adult Learning Center
- Mobile Therapy Unit
- Curriculum Specialist
- Speech and Language Services
- Occupational Therapist
- Brailist
- Orientation and Mobility
- Aurally Disabled
- Resource Specialist Staff
- Nursing and Health Services Staff
- Behavior Intervention
- Visually Impaired

Teacher and Administrative Salaries
(Fiscal Year 2010–11)

County offices of education are not required to report average salaries and expenditures. The California Department of Education’s (CDE) School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

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

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. One 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

| STAR English-Language Arts Three-Year Comparison | | |
|--|-------|--------------------------|
| | Year | % Proficient or Advanced |
| School | 09-10 | 59% |
| | 10-11 | 48% |
| | 11-12 | 48% |
| District | 09-10 | 48% |
| | 10-11 | 38% |
| | 11-12 | 42% |
| State | 09-10 | 52% |
| | 10-11 | 54% |
| | 11-12 | 56% |

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.

| STAR Mathematics Three-Year Comparison | | |
|--|-------|--------------------------|
| | Year | % Proficient or Advanced |
| School | 09-10 | 54% |
| | 10-11 | 60% |
| | 11-12 | 40% |
| District | 09-10 | 40% |
| | 10-11 | 27% |
| | 11-12 | 30% |
| State | 09-10 | 48% |
| | 10-11 | 50% |
| | 11-12 | 51% |

| STAR Science Three-Year Comparison | | |
|--|-------|--------------------------|
| | Year | % Proficient or Advanced |
| School | 09-10 | 0% |
| | 10-11 | 0% |
| | 11-12 | 0% |
| District | 09-10 | 42% |
| | 10-11 | 53% |
| | 11-12 | 33% |
| State | 09-10 | 54% |
| | 10-11 | 57% |
| | 11-12 | 60% |

| STAR History—Social Science Three-Year Comparison | | |
|---|-------|--------------------------|
| | Year | % Proficient or Advanced |
| School | 09-10 | 0% |
| | 10-11 | 0% |
| | 11-12 | 0% |
| District | 09-10 | 39% |
| | 10-11 | 28% |
| | 11-12 | 29% |
| State | 09-10 | 44% |
| | 10-11 | 48% |
| | 11-12 | 49% |

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

| STAR English-Language Arts Most Recent Year | |
|---|-------------------------|
| Group | %Proficient or Advanced |
| All Students in the LEA | 42% |
| All Students at the School | 48% |
| Male | 41% |
| Female | NR |
| Hispanic | 46% |
| White | NR |
| Socioeconomically Disadvantaged | 39% |
| English Learners | 45% |
| Students with Disabilities | 48% |

Note: "NR" means scores are not reported 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.

| STAR Mathematics Most Recent Year | |
|---|-------------------------|
| Group | %Proficient or Advanced |
| All Students in the LEA | 30% |
| All Students at the School | 40% |
| Male | 41% |
| Female | NR |
| Hispanic | 38% |
| White | NR |
| Socioeconomically Disadvantaged | 28%% |
| English Learners | 36% |
| Students with Disabilities | 40% |

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/>.

Data not available for this section. Scores are not reported 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 Standards | | |
|-------------|---------------------------------------|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 0.00% | 0.00% | 0.00% |
| 7 | | | |
| 9 | 0.00% | 0.00% | 0.00% |

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/>.

The table on the next page 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 school.” 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 | C | C | C |
| Similar Schools | C | C | C |

Note: “C” means that school had significant demographic changes and there is no Growth or target information.

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 | 81 | -10 | -24 |

Academic Performance Index Growth by Student Group—2011 Growth API Comparison

This table displays, by student group the 2011 Growth API at the school, LEA, and state level.

| Group | 2012 Growth API | | |
|---------------------------------|-----------------|----------|-------|
| | School | District | State |
| All Students | 676 | 787 | 778 |
| Hispanic or Latino | 620 | | 729 |
| White | | 824 | 845 |
| Socioeconomically Disadvantaged | 621 | 736 | 726 |
| Students with Disabilities | 676 | | 595 |

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

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 | No | Yes |
| Met Participation Rate English-Language Arts | Yes | Yes |
| Met Participation Rate Mathematics | Yes | Yes |
| Met Percent Proficient English-Language Arts | Yes | Yes |
| Met Percent Proficient Mathematics | No | Yes |
| Met API Criteria | N/A | N/A |
| Met Graduation Rate | N/A | N/A |

Federal Intervention Program (School Year 2011–12)

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 | No in PI | Not in PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | | 0 |
| Percent of Schools Currently in Program Improvement | | 0.0% |

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/>

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>

Dropout Rate and Graduation Rate

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

| Indicator | Year | School | District | State |
|--------------------------|---------|--------|----------|--------|
| Dropout Rate (1-year) | 2008-09 | | | |
| | 2009-10 | 17.8% | 17.8% | 16.6% |
| | 2010-11 | 16.3% | 16.3% | 14.4% |
| Graduation Rate | 2008-09 | | | |
| | 2009-10 | | | 74.72% |
| | 2010-11 | | | 76.26% |

Completion of High School Graduation Requirements

Not applicable to this school site.

Career Technical Education Programs (School Year 2011-12)

Those of our Tehama County Department of Education high school students who participate in the CAPA (California Alternative Performance Assessment) are issued a certificate of completion if course work requirements are met. The focus on their education is a functional skills curriculum. Those students enrolled in the high school DHH Program take the California High School Exit Exam on the Red Bluff High School cycle of administration. In the event that a student required college preparatory classes, he/she would have access to the general education courses available from the local school site. Students who are capable participate in community-based activities such as recycling, grocery shopping, banking, and in some cases, work experience. High school aged students may also attend career/vocational classes available at their school site, based on their IEP and transition plan goals.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2011-2012 Students Enrolled in Courses Required for UC/CSU Admission | 0.0% |
| 2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0% |

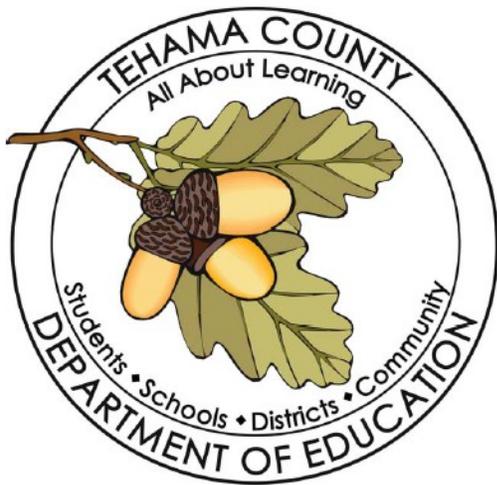
**Courses for University of California and/or California State University Admission
Advanced Placement Courses
(School Year 2011-12)**

Not applicable to this school site.

XII. Instructional Planning and Scheduling

Professional Development

There were two days of in-service prior to the start of the 2011-2012, 2010-2011, and 2009-2010 school years. The focus for the 2011-2012 professional development back-to-school meeting centered around curriculum, assessment, IEP development and implementation, English language learners, and compliance. In addition to these two days of in-services, after-school workshops are provided monthly to teachers and instructional assistants throughout the SELPA to address targeted best practices. In conjunction with individual student needs, staff is provided training in specific methodology relative to students with autism, communication disorders, and behavioral challenges, and updated on policies and regulatory changes related to serving students with special needs.



Notes Regarding Data: This report contains the most current data available as of January 9, 2013. Data provided by the California Department of Education, Ed-Data Education Data Partnership, Tehama County Department of Education, and Lincoln Street Independent School.