

# School Accountability Report Card Reported for School Year 2003-2004

*Published During 2004-2005*

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
<b>School Name</b>	Cambria Community Day	<b>District Name</b>	Coast Unified
<b>Principal</b>	Michael Schackel	<b>Superintendent</b>	Dr. Pamela Martens
<b>Street</b>	2840 Santa Rosa Creek Road	<b>Street</b>	2950 Santa Rosa Creek Road
<b>City, State, Zip</b>	Cambria, CA 93428-	<b>City, State, Zip</b>	Cambria, CA 93428-3506
<b>Phone Number</b>	805-927-7148	<b>Phone Number</b>	805-927-3880
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<b>CDS Code</b>	40-75465-4030219	<b>SARC Contact</b>	Michael D. Schackel

## School Description and Mission Statement

Students are recommended for referral to the Community School programs through a variety of sources, including the School Attendance Review Board (SARB), the Probation Department, the District Office via the expulsion process, and by Social Services agencies.

Community School students have typically been chronically truant or have exhibited significant behavior problems during their previous school experience. Some students are on formal probation and require a more restrictive school setting. Eligible students also include those students who are expelled, and students who are homeless.

Through the Community School program, the goal is to create positive attendance patterns for students while enabling them to improve in both behavior and academic skills. A low student-staff ratio, individualized attention, and a personalized approach are characteristics of Community Schools as they provide a meaningful alternative to the traditional school setting.

As a staff, we are committed to ensuring that students learn to build trust, set individual academic and personal goals, and acquire good study habits. Students are provided with crisis intervention assistance, alcohol and other drug counseling, and can become connected with professionals in the community who assist them with emotional support. The Probation Department provides an additional partnership which is a positive resource for our students, providing support and

boundaries for students who have previously had little guidance.

Michael D. Schackel,  
Principal

**Mission Statement:** Cambria Community Day School is committed to establishing a positive learning environment for its divergent student population, with the competencies and real life needs of each student as the focus.

### Opportunities for Parental Involvement

<b>Contact Person Name</b>	<b>Michael Schackel</b>	<b>Contact Person Phone Number</b>	<b>927-7148</b>
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There are many opportunities for parents to be involved at Cambria Community Day School. Parents have input through the Site Council and were involved in the WASC process. Beyond this, we encourage all parents to be part of our activities. Regularly scheduled events like our Back-To-School Night, Sit-down family Thanksgiving Dinner, Open House/Spaghetti Feed and others help bring families to the school. In addition, there is regular contact with parents by the staff regarding academic progress and attendance.

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	0
Grade 1	0	Grade 10	7
Grade 2	0	Grade 11	1
Grade 3	0	Grade 12	0
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	8

### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of	Percent of	Racial/Ethnic Category	Number of	Percent of
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	Students	Students		Students	Students
<b>African-American</b>	0	0.0	<b>Hispanic or Latino</b>	2	25.0
<b>American Indian or Alaska Native</b>	0	0.0	<b>Pacific Islander</b>	0	0.0
<b>Asian</b>	0	0.0	<b>White (Not Hispanic)</b>	6	75.0
<b>Filipino</b>	0	0.0	<b>Multiple or No Response</b>	0	0.0

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	May, 2002	Date Last Discussed with Staff	May, 2002
<p>Cambria Community Day School is located on a beautiful campus along Santa Rosa Creek. The school is adjacent to the district continuation high school, surrounded on three sides either by fence or by the creek. It is a safe secure place for students free from physical and psychological harm. CCDS staff are dedicated to maximizing school safety and to creating a positive learning environment, emphasizing high expectations for student conduct, responsible behavior and respect for others.</p> <p>The Safe School Plan is a work in progress, changing to meet needs identified by the administration, staff, district safety coordinator, School Resource Officer and local police and fire personnel. The District has a Crisis Intervention Plan, an Emergency and Multi-Hazard Plan, an Injury and Illness Prevention Plan and an Incident Plan all coordinated through the District Safety officer and reviewed regularly with staff.</p> <p>The Safe School's Plan includes procedures in the event of an earthquake, fire, intruder, and/or bomb threat. Drills are conducted and their effectiveness evaluated each year. Students and staff are informed and prepared to respond to any emergencies should an actual event occur.</p>			

### School Programs and Practices that Promote a Positive Learning Environment

<p>Because of its small size and supportive staff, CCDS provides a nurturing environment for students while maintaining high academic standards. Each student has an individual learning plan tailored to his or her specific academic and personal needs.</p> <p>Students earn credits based upon individual and group assignments; self-paced instruction allows motivated students to achieve at an accelerated rate. Because students range in grade levels from 7th through 12th grade, and represent a wide variety of skill levels, it is essential that our teaching staff provide learning activities addressing all subject areas and all learning styles. To this end, teachers design whole group lessons in a thematic approach, individualize assignments so all students can achieve, and utilize other positive teaching strategies. We emphasize hands-on schoolwork which is relevant to students' lives and focuses on goal-setting for future success in life.</p> <p>Other programs such as art, which has support from community artists and organizations, drama, mock trial, music, and others enrich the experience. Students participate in an evaluation of learning styles along with staff evaluations of teaching styles to reinforce the idea that we all have strengths and differences that that they make the school a wonderful place to be.</p>
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## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
<b>Number of Suspensions</b>						
<b>Rate of Suspensions</b>						
<b>Number of Expulsions</b>						
<b>Rate of Expulsions</b>						

## School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

Cambria Community Day School provides a safe, clean, pleasant environment for learning. Our custodial staff performs the basic cleaning operation in the classrooms on a daily basis. The District maintenance staff provides repair and support as needed.

Many of the landscaping, grounds maintenance and other related projects are performed by students in our vocational programs. Students have participated in landscaping and the planting of a garden. This direct student involvement in the operation of the school builds student ownership of the facility, thereby creating a virtually vandalism-free environment. Emergency drills and staff safety inservice sessions are routinely conducted.

The classroom is well lit and provides for the varied needs of the students and staff. The administrative office building at Leffingwell houses the district psychologist, a counseling room, the school secretary/registrar that serve the various needs of the students and staff. Students utilize the classrooms and computer lab at Leffingwell as well as the basketball court during the afternoons when Leffingwell is not in session.

The classroom serves multiple uses during the school year. Cambria Adult School uses the site for ESL classes during the afternoons and evenings. Middle school and high school summer school classes are also held on campus.

## III. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state

content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts				46	52	50	32	35	36
Mathematics				34	39	32	31	35	34
Science				35	36	30	30	27	25
History-Social Science				34	47	45	28	28	29

### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts							
Mathematics							
Science							
History-Social Science							

### CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts								
Mathematics								
Science								
History-Social Science								

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in



## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

**No data are available for this section**

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## Schoolwide API

API Base Data			API Growth Data			
	2001	2002	2003	From	From	From

					2001 to 2002	2002 to 2003	2003 to 2004
Percent Tested				Percent Tested			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Statewide Rank							
Similar Schools Rank							

### API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score				API Growth Score			
Growth Target				Actual Growth			

### State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code,*

*the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

### Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	No	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	n/a	n/a
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	n/a	n/a	---	n/a	n/a
Filipino	---	n/a	n/a	---	n/a	n/a
Hispanic or Latino	---	n/a	n/a	---	No	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	n/a	n/a	---	Yes	Yes

<b>Socioeconomically Disadvantaged</b>	---	n/a	n/a	---	Yes	Yes
<b>English Learners</b>	---	n/a	n/a	---	No	Yes
<b>Students with Disabilities</b>	---	n/a	n/a	---	n/a	n/a

## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>Enrollment (9-12)</b>	5	6	6	358	388	374	1735576	1772417	1830664
<b>Number of Dropouts</b>	0	0	0	3	5	6	47899	48210	58493
<b>Dropout Rate (1-year)</b>	0.0	0.0	0.0	0.8	1.3	1.6	2.8	2.7	3.2
<b>Graduation Rate</b>		91.5	94.2		91.5	94.2	86.7	87.0	86.7

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

**No data are available for this section**

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

**No data are available for this section**

### Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K			
1			
2			
3			

## VI. Teacher and Staff Information

### Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
<b>This School</b>	50.0	---
<b>All Schools in District</b>	---	22.8
<b>High-Poverty Schools in District</b>	---	0.0
<b>Low-Poverty Schools in District</b>	---	0.0

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
<b>Total Teachers</b>	1	1	1
<b>Teachers with Full Credential</b>	1	1	1
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	0	0

<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
<b>Misassignments of Teachers of English Learners</b>	---	---	
<b>Total Teacher Misassignments</b>	---	---	

### Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
<b>Doctorate</b>	0.0	0.0
<b>Master's Degree plus 30 or more semester hours</b>	0.0	5.6
<b>Master's Degree</b>	0.0	20.4
<b>Bachelor's Degree plus 30 or more semester hours</b>	100.0	70.4
<b>Bachelor's Degree</b>	0.0	3.7
<b>Less than Bachelor's Degree</b>	0.0	0.0

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
<b>Vacant Teacher Positions</b>	---	---	

### Teacher Evaluations

The Principal, on a regular basis, evaluates the Day School faculty. The agreement adopted by the Governing Board and Teachers' Association conforms to State evaluation mandates. Professional development is a high priority for the teachers, who take advantage of many different kinds of professional growth activities, including workshops, seminars and enrollment in graduate-level educational courses.

### Substitute Teachers

Substitute teachers are employed to cover classes for teachers who are absent. All teachers hired by the district for this purpose are certified by the State and are evaluated on their effectiveness in the classroom. Because of its unique program, CCDS works to identify teachers possessing the skills to successfully substitute in our alternative setting

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

### Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	

## VII. Curriculum and Instruction

### School Instruction and Leadership

Administration and staff are committed to the operation of a high quality program for at-risk youth. Collaboration with the Probation Department, staff attendance at all School Attendance Review Boards (SARBs), and a close relationship with agencies throughout San Luis Obispo County ensure that referrals to the programs are appropriate. The Mission and Vision of the Community School is regularly revisited to assure that the school site staff and administration are in concurrence with identified outcomes.

Teaching and instructional assistant staff members are carefully chosen for their ability and interest in working with at-risk youth. Classroom materials and behavior management techniques are continually upgraded to better meet the specific needs of our students. Each student at the Community School has an individualized learning plan, based upon an initial review of student needs and a thorough assessment. A case review process is used by school staff to determine the academic and emotional progress of our students. This addresses each student's needs on an individual basis, and is a vital step in tailoring a unique program for each child. We believe the individualized and caring approach used results in programs providing authentic solutions to the

difficulties encountered by our students.

Cambria Community Day School participates in the California Alternative School Accountability Model. In addition to keeping data on SAT9 scores, data will be kept on attendance and credits earned. This information will be used to set goals for improvement in coming years.

### **Professional Development**

Staff development and inservice activities are provided for both certificated and classified employees through release time. During the 2001-2002 school year, the focus of our training was curriculum development, classroom management, school climate, technology advancement, and teamwork. Also, articulation with the comprehensive high school was emphasized, to coordinate a smooth transfer process. Each year, Leffingwell receives grant funds from the State for additional staff training through Senate Bill 1882. The District's curriculum is revised as needed to coincide with the State Framework revision cycle and to meet the needs of the students. Several District teachers serve on county curriculum consortium projects and/or articulation teams. Staff development activities for the 2001-2002 year were focused on implementation of technology, preparation for the High School Exit Examination and State Standards.

### **Quality and Currency of Textbooks and Other Instructional Materials**

The district sets a priority on providing quality textbooks to fully support the school's instructional program. The Board of Trustees approves all textbooks. The faculty and administration continue to upgrade the quality and quantity of materials offered in our classes. Additionally, new computers were purchased and appropriate software was purchased along with supplemental materials.

### **Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials**

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

<b>Core Curriculum Areas</b>	<b>Availability of Textbooks/Materials</b>
<b>Reading/Language Arts</b>	Adequate
<b>Mathematics</b>	Adequate
<b>Science</b>	Adequate
<b>History/Social Science</b>	Adequate

<b>Foreign Language</b>	N/A
<b>Health</b>	Adequate
<b>Science Laboratory Equipment</b> (grades 9-12)	N/A

### Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
<b>K</b>		36,000
<b>1</b>		50,400
<b>2</b>		50,400
<b>3</b>		50,400
<b>4</b>		54,000
<b>5</b>		54,000
<b>6</b>		54,000
<b>7</b>	<b>64,800</b>	54,000
<b>8</b>	<b>64,800</b>	54,000
<b>9</b>	<b>64,800</b>	64,800
<b>10</b>	<b>64,800</b>	64,800
<b>11</b>	<b>64,800</b>	64,800
<b>12</b>	<b>64,800</b>	64,800

### Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
<b>9</b>		180 days
<b>10</b>		180 days
<b>11</b>		180 days
<b>12</b>		180 days

### Total Number of Minimum Days

Because this is a Community Day School, no minimum days are offered
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## VIII. Postsecondary Preparation (Secondary Schools)

### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an

opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

**No data are available for this section**

**Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission**

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
8	0	0.0

**Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission**

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

**No data are available for this section**

**SAT I Reasoning Test**

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

**No data are available for this section**

**College Admission Test Preparation Course Program**

N/A
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**Degree to Which Students are Prepared to Enter Workforce**

Students receive extensive career related instruction in class including various job skills and application procedures. A School-to-career coordinator works with students to find jobs or service learning activities. Students receive counseling to help them decide on post-secondary learning opportunities.
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## Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

## IX. Fiscal and Expenditure Data

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

### Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,174	\$33,128
Mid-Range Teacher Salary	\$54,026	\$50,522
Highest Teacher Salary	\$67,029	\$60,508
Average Principal Salary (Elementary)	\$86,585	\$74,397
Average Principal Salary (Middle)	\$86,585	\$79,866
Average Principal Salary (High)		\$78,657
Superintendent Salary		\$96,787
Percent of Budget for Teacher Salaries	44.5	35.9
Percent of Budget for Administrative Salaries	6.5	6.4

### Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$7,337,091	\$8,130	\$6,882	\$6,822

### **Types of Services Funded**

The District funds are spent for general education, special education, state and federally funded special projects and additional support services.