

Executive Summary School Accountability Report Card, 2011–12

For Crescent View West Charter

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Principal:	Rafael Aguilar	Grade Span:	K-12

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

Crescent View West is a public charter organization that offers a personalized educational program for those students who need an independent study approach in meeting academic needs. Typical students are those who have stopped going to their comprehensive high school, have not graduated, have adult responsibilities, need to make up classes in order to attain class-level status, or have unique scheduling needs that complicate the completion of their compensatory educational requirement. Many students merely work more effectively in an independent study environment. Regardless of the reason, CVW offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards, that provides a challenging yet highly individualized education for students.

CVWCS began with a grant of petition to the Mendota Unified School District (MUSD) Board of Education on June 8, 2005, established to serve students within the MUSD and beyond. Educational services are provided for students between grades 9 - 12 and those with special needs as designated by an IEP or Section 504. The school's co-founders were Dante Simi and Jeff Brown. The Charter School operated as a non-profit entity; by-laws and full organizational structure have been established. The school maintains three locations to serve the needs of the region, one location in Visalia, Mendota and in Fresno.

Student Enrollment

Group	Enrollment
Number of students	268
Black or African American	7.5%
American Indian or Alaska Native	0.7%
Asian	3.7%
Filipino	0.0%
Hispanic or Latino	64.9%
Native Hawaiian or Pacific Islander	0.4%
White	22.8%
Two or More Races	0.0%
Socioeconomically Disadvantaged	80.2%
English Learners	14.9%
Students with Disabilities	8.6%

Teachers

Indicator	Teachers
Teachers with full credential	10
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	15%
Mathematics	3%
Science	16%
History-Social Science	20%

* 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.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	710
Statewide Rank (from 2011 Base API Report)	B
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 3 of 6
2012–13 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The most recent site inspection found that Gas Leaks, Mechanical Systems, Windows/Doors, Interior Surfaces, Hazardous Materials, Structural Damage, Fire Safety, Electrical, Restrooms, and Sewer Systems were all in good repair.

Repairs Needed

There were no items needed to be fixed as of the most recent inspection.

Corrective Actions Taken or Planned

N/A

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)	LEA Provided
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School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,965
District	N/A
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	7.33

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	LEA Provided
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Crescent View West Charter	District Name	Fresno County Office of Education
Street	1901 E. Shields Ave., Suite 130	Phone Number	(559) 265-3000
City, State, Zip	Fresno CA, 93726	Web Site	www.fcoe.org
Phone Number	(559) 225-1105	Superintendent	Larry Powell
Principal	Rafael Aguilar	E-mail Address	lpowell@fcoe.org
E-mail Address	raguilar@cvsouth.org	CDS Code	10101080109991

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

The mission of Crescent View West is to engage students who are no longer a part of the instructional plan offered by the traditional high school. Crescent View West equips students ages 14-22, with two kinds of literacy necessary in the 21st century – the ability to read, write, speak, and calculate with clarity and precision, and the ability to participate passionately and responsibly in the life of the community. CVW will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment, in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside CVW and will perform service to the greater community. CVW is committed to providing a safe, pleasant, and disciplined environment that is conducive to learning. Through **Personalized Learning**, students in grades 9-12 will acquire the knowledge and skills necessary to become competent learners and responsible citizens in the 21st century.

Additionally, the mission of CVW is to prepare students to become active participants in a world of cultural diversity and rapid technological change. This mission is a challenge that has been taken by an aggressive administration that is currently engaged in an ambitious program of “authentic, standards-based reform” that “holds high expectations and provides high levels of support for all students, teachers, and educational leaders.” Through Personalized Learning, students are held to the highest academic standards, and given the nurturing required to reach those standards. Partnership among students, parents, and educators is the foundation of our program. All educators are encouraged to use innovative teaching methods. Our high expectations and individualized choices encourage students to become actively engaged, passionate learners. Graduates are prepared to successfully compete in the workforce, to attend colleges of their choice, communicate across gender, race, and socioeconomic complexities, and value service to others in society.

Opportunities for Parental Involvement (School Year 2011–12)

All parents are notified of all opportunities for joining and meeting with other parents and staff through the efforts of the Parent Advisory Committee. In addition, all parents are required to attend school on orientation day with their students for the purpose of becoming familiarized with the school, staff, and procedures. Parents are notified through mail, use of personal phones, and a one call system that uses a recorded message to go to all parents in a couple of hours. This last system keeps parents abreast of all events as well as a well composed newsletter.

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0

	Provided	Provided	Provided	Provided								
5	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
6	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
Other	LEA Provided	LEA Provided	LEA Provided	LEA Provided								

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

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	LEA Provided	LEA Provided	LEA Provided	LEA Provided					3.5	63	0	0
Mathematics	LEA Provided	LEA Provided	LEA Provided	LEA Provided					7.8	37	2	0
Science	LEA Provided	LEA Provided	LEA Provided	LEA Provided					5.2	13	0	0
Social Science	LEA Provided	LEA Provided	LEA Provided	LEA Provided					5.7	18	0	0

* 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)

All parents are notified of all opportunities for joining and meeting with other parents and staff through the efforts of the Parent Advisory Committee. In addition, all parents are required to attend school on orientation day with their students for the purpose of becoming familiarized with the school, staff, and procedures. Parents are notified through mail, use of personal phones, and a one call system that uses a recorded message to go to all parents in a couple of hours. This last system keeps parents abreast of all events as well as a well composed newsletter.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	0.22%	0.00%	50.00%	37.30%	20.28%	LEA provided
Expulsions	0.00%	0.00%	0.00%	0.68%	0.15%	LEA provided

* 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)

Crescent View West provides a clean and safe environment where students can learn. Courses are taught by highly qualified, credentialed teachers trained to meet the needs of the students. Currently Crescent View West has one location at Manchester Center in Fresno.

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				N/A
Interior: Interior Surfaces	X				N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				N/A
Electrical: Electrical	X				N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				N/A
Safety: Fire Safety, Hazardous Materials	X				N/A
Structural: Structural Damage, Roofs	X				N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				N/A
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	LEA Provided	LEA Provided	12	11
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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

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

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: _____

Core Curriculum	Textbooks and	From most	Percent students
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Area	instructional materials/year of adoption	recent adoption?	lacking own assigned copy
Reading/Language Arts	Holt Literature Language Arts 3 rd , 4 th , 5 th & 6 th Course (Holt, Rinehart, & Winston)	LEA Provided	0%
Mathematics	Algebra 1 (Prentice Hall) Algebra/Trigonometry (McDougal Littell) Geometry (Prentice Hall) Pre-calculus (Larson and Hostetler) Calculus Eight Edition (Houghton Mifflin)	LEA Provided	0%
Science	Earth Science CA Edition (Prentice Hall) Biology CA Edition (Prentice Hall) Chemistry (Prentice Hall) Conceptual Physics (Prentice Hall)	LEA Provided	0%
History-Social Science	Principles in Action (Prentice Hall CA Edition) Magruder's American Government (Prentice Hall CA Edition) American Anthem, Modern American History (Holt CA Edition) World History, The Modern World (Prentice Hall CA Edition)	LEA Provided	0%
Foreign Language	Buen Viaje Level 1 (Glencoe) Buen Viaje Level 2 (Glencoe)	LEA Provided	0%
Health	Health (AGS)	LEA Provided	0%
Visual and Performing Arts	Understanding Art (Glencoe)	LEA Provided	0%
Science Laboratory Equipment (grades 9-12)	Virtual labs- Biology CA Edition (Prentice Hall) Virtual labs - Chemistry (Prentice Hall) Probeware Laboratory Manual/CD-ROM- Conceptual Physics (Prentice Hall)	LEA Provided	0%

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
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School Site	\$ 7,138	\$ 1,173	\$ 5,965	\$ 50,923
District			N/A	\$64,009
Percent Difference – School Site and District			N/A	-20.44%
State			\$5,455	\$ 68,337
Percent Difference – School Site and State			9.35%	-25.48%

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>.

Types of Services Funded (Fiscal Year 2011–12)

Crescent View West does accept categorical funding: Title II Part A is used for our staff development only. ARRA (Ed Jobs) funding was used to retain teacher positions. Special Education programs for SELPA, students with special needs. Title V Part B, Public Charter School Grant Program, used to assist newly granted charters assistance in implementation and initial operations.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,407	\$39,706
Mid-Range Teacher Salary	\$60,489	\$61,057
Highest Teacher Salary	\$72,534	\$77,866
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A

Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

Note: For detailed information on salaries, 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. 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		26%	15%	25%	26%	28%	52%	54%	56%
Mathematics		2%	3%	26%	23%	25%	48%	50%	51%
Science		33%	16%	10%	17%	14%	54%	57%	60%
History-Social Science		20%	20%	5%	7%	9%	44%	48%	49%

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

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	28%	25%	14%	9%
All Students at the School	15%	3%	16%	20%
Male	16%	3%	21%	24%
Female	14%	2%	12%	16%
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	11%	1%	13%	13%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	28%	8%	24%	50%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	13%	3%	12%	18%

English Learners	0%	0%	0%	0%
Students with Disabilities	6%	6%	0%	0%
Students Receiving Migrant Education Services				

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		35%	38%	9%	17%	16%	54%	59%	56%
Mathematics		42%	29%	12%	16%	14%	54%	56%	58%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	84%	9%	7%	86%	11%	3%
All Students at the School	62%	16%	22%	71%	21%	7%

Male	71%	11%	18%	76%	17%	7%
Female	52%	22%	26%	67%	26%	7%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	68%	21%	12%	83%	14%	3%
Native Hawaiian or Pacific Islander						
White	43%	14%	43%	36%	50%	14%
Two or More Races						
Socioeconomically Disadvantaged	60%	18%	23%	75%	15%	10%
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

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

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	25.90%	25.90%	22.20%

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2009	2010	2011
Statewide			B
Similar Schools			B

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		69	35
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		74	17
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged		70	33

English Learners			
Students with Disabilities			

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

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

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	85	710	121	472	4,664,264	788
Black or African American	1		26	421	313,201	710
American Indian or Alaska Native	0		3		31,606	742
Asian	4		10		404,670	905
Filipino	1		0		124,824	869
Hispanic or Latino	56	676	69	507	2,425,230	740
Native Hawaiian or Pacific Islander	0		0		26,563	775
White	21	793	11	392	1,221,860	853
Two or More Races	2		0		88,428	849
Socioeconomically Disadvantaged	66	706	112	479	2,779,680	737
English Learners	11	677	31	470	1,530,297	716
Students with Disabilities	8		29	566	530,935	607

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator

- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

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

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

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		62.5%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

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

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

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

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

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		81.6	75.1		21.5	17.0		16.6	14.4
Graduation Rate		3.72	7.33		69.09	73.68		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including

having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	LEA Provided	LEA Provided	N/D
Black or African American	LEA Provided	LEA Provided	N/D
American Indian or Alaska Native	LEA Provided	LEA Provided	N/D
Asian	LEA Provided	LEA Provided	N/D
Filipino	LEA Provided	LEA Provided	N/D
Hispanic or Latino	LEA Provided	LEA Provided	N/D
Native Hawaiian or Pacific Islander	LEA Provided	LEA Provided	N/D
White	LEA Provided	LEA Provided	N/D
Two or More Races	LEA Provided	LEA Provided	N/D
Socioeconomically Disadvantaged	LEA Provided	LEA Provided	N/D
English Learners	LEA Provided	LEA Provided	N/D
Students with Disabilities	LEA Provided	LEA Provided	N/D

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

Career Technical Education Programs (School Year 2011–12)

Crescent View West's Career Technical Education (CTE) programs emphasize and support academic achievement and are designed to encourage pupils to explore career options, educational, training and skill requirements for career interests, as well as, help students to develop desirable skills and competencies that are conducive to job success and personal growth. Career Exploration, Resume Writing, Interviewing, Community Service, Keyboarding, Computer Literacy and "General" Work Experience Education are components of the CTE programs that are available to Crescent View South students.

Career Technical Education Participation (School Year 2011–12)

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

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	35.1%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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	0.0%

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.

We currently have 10 days dedicated to staff development.