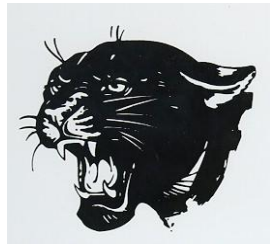


2010-11
SCHOOL ACCOUNTABILITY REPORT CARD



**San Benito County Juvenile
Hall/Community School**
San Benito County Office of Education District

Published During
2011-12

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I. Data and Access

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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 2010-11)

This section provides information about the school, its programs and its goals.

Pinnacles Court and Community School is a school operated by the San Benito County Office of Education. Pinnacles Court and Community School staff believes all students can learn, given high expectations. Education is a shared responsibility which includes parents, students, staff, and the community. The mission of Pinnacles Court and Community School is to provide students of the county with a quality alternative education when the traditional schools are unable to meet their individual educational needs. The goal is to educate all students to their highest potential so they will have the greatest range of personal options upon graduation. These goals are based upon the Expected School-wide Learning Results (ESLRs):

1. Literacy

Every student will be an effective communicator and demonstrate literacy by:

- A. Becoming a lifelong, competent reader.
- B. Demonstrating understanding of various forms of written communication.
- C. Creatively organizing and expressing ideas in various written style and forms.
- D. Effectively communicating ideas, issues, and beliefs orally.
- E. Interpreting and presenting ideas in artistic and other visual forms.
- F. Demonstrating understanding of mathematical reasoning, measurement, statistics, data analysis, and problem solving.
- G. Applying and integrating technological competencies and literacy to career goals.

Means of evaluation: classroom rubrics, meeting SBCOE graduation standards, and projects.

2. Critical Thinking Skills

Every student will be an original and critical thinker, demonstrating his or her ability to apply, analyze, synthesize, and evaluate information by:

- A. Passing various basic skills tests and improving their standardized test scores.
- B. Completing a cross-curricular, multi-step project.
- C. Applying scientific concepts to comprehend natural phenomenon.
- D. Applying a sequential, multi-step writing process to various forms of written communication.

Means of evaluation: transcript, test scores, rubrics for student projects and exit interviews.

3. Social Responsibility

Every student will be a responsible citizen in the community, while increasing their self-esteem, respect, empowerment, and conflict resolution skills by:

- A. Learning self-regulating behaviors and tools.
- B. Improving their attendance.
- C. Working collaboratively on projects and vocational experiences.
- D. Displaying respect, tolerance, non-violence, self-confidence and good manners towards others in multiple settings.
- E. Demonstrating positive/productive citizenship, and the rights and responsibilities of American Citizens.
- F. Practicing environmental awareness.

Means of Evaluating: citizenship grades, good news reports, rubrics for student projects.

San Benito County Juvenile Hall/Community 2010-11 School Accountability Report Card

Pinnacles Community School serves youth in grades 5 - 12. Students, with probationary status, who attend are admitted based upon one of the following: referral by San Benito County Juvenile Court School; referral by another school district when the student has been unsuccessful; expulsion from a school district; recommendation from the SBC Student Attendance Review Board (SARB) for habitual truancy; when a student moves to San Benito County and had been attending a community day school in their previous county of residence. Pinnacles Court School also serves youth that have been sentenced by the San Benito County Juvenile Court and are detained at Juvenile Hall.

Both school populations are highly mobile. Average daily enrollment for the community school is about 20-40 students with enrollment at the court school around 25. However, over a school year both sites can serve approximately 150 students.

Teachers at Pinnacles Court and Community School consistently align their curriculum maps, lessons and formative assessments to the CA standards and the ESLRs to achieve positive classroom results. The Pinnacles Court and Community School teaching staff provides core academic courses in English Language Arts (ELA), Algebra Readiness, Algebra, Geometry, History/Social Science and Science. Students are given preparatory instruction for the CAHSEE Test. In addition migrant education and special education services are available, as well as a short-term independent study program. Both classroom on the Pinnacles Campus have a computer lab and a small library is also on site and utilized by both staff and students. Some students are enrolled in online courses for Credit Recovery or core courses as needed, with assistance from the teacher (hybrid model).

Personal and/or crisis counseling is provided by contracted counselors. The principal, the assistant-principal, and various other staff members provide additional mentoring and coaching in the areas of attendance, communication, grades, and social development.

Pinnacles Court and Community School provides a safe, organized, and supportive environment that offers challenging and equitable opportunities for all students, thereby promoting equity and diversity. It fosters academic achievement of all students, while developing vocational and interpersonal skills required for success in a rapidly changing and technological world. It instills a strong work ethic and respect for the community effort, while preparing students for active and productive roles in society as adults.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Opportunities for involving parents as partners begin with the enrollment/orientation process. The school provides information to the parents and school community regarding student achievement of the academic standards and ESLRs. Parents learn they are welcome on campus and can consider the school as a source of support for themselves as well. Both the principal and the assistant principal maintain an open-door policy and make themselves available when parents need to talk, or need assistance in making connections with other service agencies.

Teachers involve parents by providing ongoing communication about the progress of their student(s). For example, teachers call to share student successes and to seek parent support in changing inappropriate student behavior. In addition to making phone calls, teachers also send home "good news" reports, grade progress reports, and other forms of written communication.

The school leadership encourages parental and community involvement initially through the student enrollment orientation process. A large percentage of the Pinnacles Court and Community School staff is bi-lingual and can communicate in the home language of many of the students. Newsletters and bulletins are developed and mailed home in both English and Spanish. Community resources that support student's physical, emotional and social well being are made available to both students and parents. Currently, the school is developing a resource database of parents and community supporters to assist students in their academic achievement and career aspirations.

San Benito County Juvenile Hall/Community 2010-11
School Accountability Report Card

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	2
Grade 9	9
Grade 10	16
Grade 11	18
Grade 12	15
Total Enrollment	60

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	25
American Indian or Alaska Native	0	Two or More Races	0.00
Asian	0	Socioeconomically Disadvantaged	25
Filipino	0	English Learners	12.5
Hispanic or Latino	75	Students with Disabilities	0
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English				10	2			15	2			
Mathematics				10	2			15	2			
Science				10	2			15	2			
Social Science				10	2			15	2			

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

Pinnacles staff provides a safe, orderly and supportive environment. In addition to school personnel, there is a probation officer on campus for part of each school day. The office is centrally located and there is direct visibility into every classroom from the principal's office. Students are closely supervised and monitored by adults, especially when they leave their classrooms.

The school safety plan is reviewed and updated annually. Each year, an in-house inspection and reporting process is conducted. Every other year, Northern California Relief provides a full facility inspection, as well as a Workmans Compensation Inspection. Monthly, staff participate in a Five Minute Safety Lesson .

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.4	0.025	0.03	0.21	0.06	50
Expulsions	0	0	0	0	0	0

IV. School Facilities










School Facility Conditions and Planned Improvement (School Year 2011-12)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The school facilities are safe, clean and well maintained. The restrooms are also clean and free of graffiti. Maintenance staff ensures that repairs are completed in a timely manner. Each classroom is swept or vacuumed and trash emptied on a daily basis.

School Facility Good Repair Status. (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: 8/31/2010	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—		—	—	
Interior: Interior Surfaces	—		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—		—	—	
Electrical: Electrical	—		—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—		—	—	
Safety: Fire Safety, Hazardous Materials	—		—	—	
Structural: Structural Damage, Roofs	—		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—		—	—	
Overall Rating	—		—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	3	3	3	10
Teachers without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	-1
Total Teacher Misassignments	0	0	-1
Vacant Teacher Positions	0	0	-1

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on 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	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.2	
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.13	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non - teaching)	0.6	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

Pinnacles Court and Community Schools have met the Williams Settlement Requirements by providing each student with standards-aligned textbooks.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Timeless Voices; Timeless Themes: Bronze, Silver, Gold Prentice Hall, 2002 The American Experience, 2002	0	2011
Mathematics	CA Pre Algebra: Prentice Hall 2009 CA Algebra 1:Prentice Hall 2009	0	2011
Science	Physical Science: Concepts in Action, Prentice Hall, 2006 Earth Science: Prentice Hall, 2006	0	2011
History-Social Science	The American Nation:Ca. Edition, level 8:Prentice Hall 2003 Modern World History, McDougall Littell, 2003 The Americans, McDougal Littell, 2006	0	2011`
Foreign Language			
Health			
Science Laboratory Equipment (grades 9-12)			
Visual and Performing Arts			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$11,393.00	\$7,789.00	\$3,604.00	\$11,393.00
District	N/A	N/A	\$14,736.00	\$11,393.00
Percent Difference - School Site and District	N/A	N/A	-75.54	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Categorical programs at the Pinnacles Court and Community School include: Title I, Delinquent; Migrant Education; Safe and Drug Free School; Title II, Teacher Quality; School Safety; Art & Music Block Grant; Physical Education Grant; and CAHSEE Intervention.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,364	\$41,858
Mid-Range Teacher Salary	\$68,182	\$65,907
Highest Teacher Salary	\$84,156	\$85,023
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$117,984	\$114,791
Average Principal Salary (High)	\$117,984	\$114,791
Superintendent Salary	\$165,825	\$153,090
Percent of Budget for Teacher Salaries	34	34
Percent of Budget for Administrative Salaries	6	6

IX. Student Performance

Standardized Testing and Reporting Program

San Benito County Juvenile Hall/Community 2010-11 School Accountability Report Card

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	4	3	7	10	13	15	49	52	54
Mathematics	3	0	9	1	1	4	46	48	50
Science	11	16	6	16	8	9	50	54	57
History-Social Science	3	0	0	3	3	0	41	44	48

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	15	4	9	0
All Students at the School	7	9	6	0
Male	9	10	6	0
Female	0	0	0	0
Black or African American				
American Indian or Alaska Native				
Asian	0	0	0	0
Filipino				
Hispanic or Latino	3	11	6	0
Native Hawaiian or Pacific Islander				
White	0	0	0	0
Two or More Races				
Socioeconomically Disadvantaged	0	0	0	0
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English-Language Arts	11	10	52	38	33	54	0	0	59
Mathematics	4	3	53	6	6	54	0	0	56

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

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	100	0	0	100	0	0
All Students at the School	100	0	0	100	0	0
Male	100	0	0	100	0	0
Female	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	100	0	0	100	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	0	0	0
9	11.1	0	0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (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	2008	2009	2010
Statewide			B
Similar Schools			B

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

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School		616	397
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		590	418
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			396
English Learners			
Students with Disabilities			

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	2011 Growth API		
	School	LEA	State
All Students at the School	397	499	778
Black or African American			696
American Indian or Alaska Native			733
Asian			898
Filipino			859
Hispanic or Latino	418	485	729
Native Hawaiian or Pacific Islander			764
White		565	845
Two or More Races			836
Socioeconomically Disadvantaged	396	466	726
English Learners		455	707
Students with Disabilities		344	595

Adequate Yearly Progress

The federal Elementary and Secondary Education Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	N/A	No
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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

San Benito County Juvenile Hall/Community 2010-11 School Accountability Report Card

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	34.5	48	55.6	21.5	25.3	34.6	4.9	5.7	4.6
Graduation Rate							80.21	78.59	80.44

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class who met 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 2011		
	School	District	State
All Students			36
Black or African American			6
American Indian or Alaska Native			9
Asian			12
Filipino			15
Hispanic or Latino			19
Native Hawaiian/Pacific Islander			32
White			53
Socioeconomically Disadvantaged			40
English Learners			43
Students with Disabilities			13
Two or More Races			23

Career Technical Education Programs (School Year 2010-11)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Career Technical Education Participation (School Year 2010-11)

This table displays information about participation in the school's CTE programs.

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

Courses for University of California and/or California State University Admission (School Year 2009-10)

This table displays, for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2010-11)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

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

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.

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The Administrators of Pinnacles Court and Community, the SSC, ELAC and staff determine the professional development plan based upon a variety of information, including student achievement data, curricular needs, the ESLRs, teacher input via a San Benito Countywide Professional Development Survey, as well as input from monthly staff meetings, quarterly professional development meetings and individual evaluations.

The staff was instrumental in creating a climate for collaboration time. Therefore, in the Fall of 2007, a monthly collaboration time was added to the school calendar. The third Thursday is a minimum day set aside devoted to Professional Learning Communities. Pinnacles teachers meet once a week to discuss their students' progress in core curriculum and once a month to determine progress with the online program, e-learning.

A variety of professional development workshops for teachers and staff, sponsored by San Benito County Office of Education, are offered on the First Thursday of each month.

Read 180 was adopted in 2010 as a Reading Intervention program. This program has been adopted County wide so which ever school a student might come from, there won't be a lapse in service. There is still growing development of Professional Learning Communities, using Learning By Doing (DuFour) as the basis for implementation. Furthermore, the PLCs have attended literacy training and have read Bringing Words to Life, by Isabel Beck, Whatever It Takes, Teaching Strategies, both by Marzano and Associates. Members of the PLC presented Step Up to Writing strategies to the Santa Ana Community.

Teachers attended Response to Intervention, worked with Data Driven Dialogue as well as Data Wise training(09).

Professional readings have included -Whatever It Takes by Dufours and The Science of Teaching by Marzano Associates.

Professional development goals for this year include, continuation of Step Up to Writing, School Plan Data Management and analysis. Teachers have been trained to use the Datawise program to develop Benchmarks for all classes. Certificated and classified staff have been trained in the Aventa online learning program for independent study and credit recovery. Additionally two teachers participate in after-school professional development to help extend their expertise in the classroom; these are San Benito County Math Talks and Teachers Circle for Mathematics.