



CAMBRIA COMMUNITY DAY SCHOOL

2840 Santa Rosa Creek Road, Cambria, CA 93428 • (209) 634-0917
Mike Schackel, Principal

School Accountability Report Card
Report 2005-06 Published in 2006-07

General Information



Parents play a very important role in the success of the school and its students. Read more about how parents can get involved ...

Curriculum

The curriculum that students are taught is determined by the content standards adopted by the California State Board of Education. Read more ...



Policies & Statistics

Providing a positive and safe school environment is crucial to students' success. Read more about our school's policies and statistics...



Educational Team



In order for a school to succeed it must have quality teachers and support programs in place. Read more ...

Assessments



Each year students are given multiple assessments to measure their understanding of the standards-based curriculum in which they were taught. Find out how our students are doing...

Principal's Message

Principal's Message:

As you read this report, I think you will find that Cambria Community Day provides a quality academic program based on real-life activities. The success of the Day School program reflects the dedication and talents of its staff in meeting the diverse needs of the students. It provides a safe, secure environment where each student can grow and achieve to the utmost of their abilities. The report reflects a summary of the 2005-2006 school year as well as information about the current year.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Cambria Community Day at 805-927-7148.

School Profile

Cambria Community Day School is one of 5 schools in the Coast Unified. Curriculum is focused on real-life learning skills and preparation for post-secondary education. The school supports cultural awareness on a daily basis through its diverse literature selections and cultural awareness classes and activities.

Enrollment at Cambria during 2005-2006 averaged 8 students.

School Profile

Student Enrollment by Ethnic Group 2005-06

	Percentage
African American	0.0
American Indian	0.0
Asian	0.0
Caucasian	85.7
Filipino	0.0
Hispanic	14.3
Pacific Islander	0.0
Multiple or No Response	0.0

Mission Statement

The Mission of the Cambria Community Day School is to meet the individual educational needs of a small and diverse population. This includes addressing personal and social skills, as well as academic achievement, leading to progress toward graduation, successful employment and positive citizenship.

Parent Involvement

Cambria Community Day School greatly benefits from its supportive parents who are in regular contact with the school. Parents are also welcome to join the School Site Council. The school also benefits from several community partnerships, including Friends of the Library, CAN, the Lions Club and many local businesses. The school holds a number of family activities during the year, including the Thanksgiving Meal, Spaghetti Feed, BBQ's and others.

Enrollment By Grade

This chart illustrates the enrollment at CBEDS (October) for three years. Enrollment varies month by month as students enroll and complete graduation requirements.

Enrollment By Grade			
Enrollment Trend by Grade Level			
	2003-04	2004-05	2005-06
8th			1
9th		1	3
10th	7	1	1
11th	1	1	2

Enrollment By Program

During the 2005/06 school year ___ students were enrolled at Cambria Community Day, of which ___% were students with disabilities, ___% were English Learners, and ___% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from classroom aides and volunteers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size												
Class Size Distribution												
	Average Class Size			Classrooms Containing:								
	04	05	06	1-20 Students			21-32 Students			33+ Students		
	04	05	06	04	05	06	04	05	06	04	05	06
CDay	8	3	7	1	1	1	0	0	0	0	0	0

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. This does not affect Cambria Community Day School but classes are kept small to better meet the needs of alternative education students

Safe School Plan

Safety of students and staff is a primary concern of Leffingwell High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in May of 2006 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by certificated staff and principal. There is a designated area for student drop off and pick up. Visitors must sign into the office before being allowed on campus.

Discipline & Climate for Learning

Students at Cambria Community Day School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the Day School discipline program is to provide a safe learning environment for all students. Parents and students are informed of school rules and discipline policies through the Parent/Student enrollment packet, newsletters and parent meetings. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions.

Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. CCDS recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during class meetings.

Discipline & Climate for Learning						
Suspensions & Expulsions						
	Cambria Community Day			Coast Unified		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	0	0	0	51	42	41
Suspension Rate	0.000%	0.000%	0.000%	5.000%	4.000%	0.400%
Expulsions	0	0	0	1	1	0
Expulsion Rate	0.000%	0.000%	0.000%	0.100%	0.100%	0.000%

* District numbers are for entire district.

School Facilities

Cambria Community Day School was established at its current location the 1999-2000 school year and is comprised of 1 classrooms. Cleaning Process: The principal works daily with 1 part-time custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

School Facilities		
School Facility Conditions		
Date of Last Inspection: Unknown		
Overall Summary of School Facility Conditions:		
Interim Evaluation Instrument Guidelines	Facility in Good Repair	Deficiency & Remedial Actions Taken or Planned
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior/Exterior)	Yes	
Interior Surfaces (Walls, Floors, and Ceilings)	Yes	
Hazardous Materials (Interior/Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior/Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside/Outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playground/School Grounds	Yes	
Other	Yes	

Teacher Assignment

Coast Unified recruits and employs the most qualified credentialed teachers. For the 2005/06 school year, Cambria Community Day School had 1 fully credentialed teacher who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect 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. For the 2005/06 school year, the most current data are reported.

Teacher Assignment				
Teacher Credential Status				
	School			District
	03-04	04-05	05-06	05-06
Fully Credentialed	1	1	1	55
Without Full Credentials	0	0	0	0

Teacher Assignment			
Teacher Credential Status			
Working Outside Subject	04-05	05-06	06-07
		0	

Vacant Teacher Positions	0		
Misassignments of Teachers (other)	0		
Total Misassignments of Teachers	0		
Misassignments of Teachers of English Learners	0		
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified” no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Highly Qualified Teachers		
	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
Cambria Community Day	100	0
Coast Unified	97.9	2.1
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Substitute Teachers

Coast Unified School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Cambria Community Day School. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the Principal assumes the role of substitute or other teachers fill in as necessary.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state’s evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Principal who has been trained and certified for competency to perform teacher evaluations. Teacher are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Coast Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is lead by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

Individualized Instruction

Leffingwell High School provides special education services to students who are enrolled. Programs and services designed to meet the student’s needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. All students have an individualized plan that leads to graduation, GED or other academic goal.

At Risk Interventions

Cambria Community Day School provides extensive help to students for both academic and personal needs. Students academic levels are assessed at least 3 times a year on a norm-referenced test (NWEA) and an individual learning plan is developed for each. Students meet regularly with an academic counselor and the school also provides individual and group counseling services.

Counseling & Support Staff

It is the goal of Cambria Community Day School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. CCDS shares a counselor with the comprehensive high school and employs a part-time personal counselor who provides individual and group counseling. The table lists the support service personnel available at CCDS.

Counseling & Support Staff

Curriculum Development

All curriculum development in the Coast Unified is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Principal to align with the state standards, district goals, and the statewide assessment program. During the 2005/06, changes to the curriculum included: Updates to the English, Math and Social Science curriculum.

Instructional Materials

Coast Unified held a Public Hearing on September 14, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Instructional Materials						
District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	1
7th-12th	Mathematics	AGS	1999	Yes	0.0%	7th-12th
8th	Mathematics	Glencoe	2004	Yes	0.0%	8th
7th-12th	Mathematics	McDougal Littell	1999	Yes	0.0%	7th-12th
8th	Reading Language Arts	AGS	2001	Yes	0.0%	8th
9th-12th	Reading Language Arts	N/A	1999	Yes	0.0%	9th-12th
8th	Reading/Lang Arts	Glencoe	2001	Yes	0.0%	8th
9th-12th	Reading/Lang Arts	McDougal Littell	2005	Yes	0.0%	9th-12th
9th-12th	Science	Glencoe	2004	Yes	0.0%	9th-12th
9th-12th	Science	Heath Publishing Co.	1999	Yes	0.0%	9th-12th
9th-12th	Social Science/History	Glencoe (MacMillan/McGraw Hill)	2002	Yes	0.0%	9th-12th
9th-12th	Social Science/History	Globe Book Company	2003	Yes	0.0%	9th-12th
7th-12th	Social Science/History	Houghton Mifflin	1999	Yes	0.0%	7th-12th

District Expenditures

Coast Unified spent an average of \$6,529 to educate each student, based on 2005-2006FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

District Expenditures	
Expenditures per Pupil	
Cambria Community Day	
Total Expenditures Per Pupil	\$0
From Restricted Sources	\$0
From Unrestricted Sources	\$0
CUSD	
From Unrestricted Sources	\$0
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$4,743
Percentage of Variation between School & State	100.00%

District Revenue Sources

In addition to general state funding, Cambria Community Day receives state and federal funding for the following categorical funds and other support programs:

Teacher & Administrative Salaries as a Percentage of Total Budget

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 the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Teacher & Administrative Salaries as a Percentage of Total Budget		
Average Salary Information		
Teachers - Principal - Superintendent		
2004-05	CUSD	California

Beginning Teachers	\$33,139	\$33,023
Mid-Range Teachers	\$55,647	\$49,273
Highest Teachers	\$69,040	\$64,426
Elementary Principals	\$91,346	\$77,267
Middle School Principals	\$91,346	\$80,130
Superintendent	\$138,799	\$99,982
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.3%	36.1%
Administrative Salaries	6.8%	6.5%

Teacher & Administrative Salaries as a Percentage of Total Budget	
Average Teacher Salaries	
School & District	
Cambria Community Day	\$63,304
CUSD	\$60,153
Percentage of Variation	5.23%
School & State	
All Unified School Districts	\$51,006
Percentage of Variation	24.11%

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>. (Note: For very small schools, some data may not be reported)

California Standards Test										
Language Arts			Math			Science		Social Science		
6	7	8	6	7	8	8	8			
Language Arts						10		Social Science		
9	10	11								11
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.										

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math. (Note: For very small schools, some data may not be reported)

CAT-6										
Reading						Math				
6	7	8				6	7			8
Reading						Math				
9	10	11				9	10			11
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.										

Local Measures

Students are currently tested three times a year on academic skill levels as required by the State of California through the Alternative Schools Accountability Model (ASAM).

Physical Fitness

In the spring of each year, Cambria Community Day is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists

students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Physical Fitness			
Percentage of Students in Healthy Fitness Zone			
Test Results			
	5th Grade	7th Grade	9th Grade
Cambria Community Day			
School Overall	0.0%	0.0%	*
School (Boys)	0.0%	0.0%	*
School (Girls)	0.0%	0.0%	*
Coast Unified			
CUSD Overall	46.2%	65.3%	0.0%
CUSD (Boys)	40.0%	65.9%	0.0%
CUSD (Girls)	50.0%	64.5%	0.0%
California			
State Overall	25.6%	29.6%	27.4%
State (Boys)	23.3%	27.6%	28.3%
State (Girls)	28.0%	31.7%	26.4%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 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. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools. (Note: For very small schools, some data may not be reported)

Academic Performance Index							
API School Results							
All Students	Base			Growth			
	02-03	03-04	04-05		03-04	04-05	05-06
API Score				API Growth Score			
Growth Target				Actual Growth			
Statewide Rank				Eligible for Awards			
Similar Schools Rank				Eligible for II/USP			
Subgroups							
A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.							
Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.							

California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements: • Participation rate on the state's standards-based assessments in English/Language Arts (ELA) a(Notend Mathematics. • Percent proficient on the state's standards-based assessments in ELA and Mathematics. • API as an additional indicator. • Graduation rate (for secondary schools). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart. (Note: AYP may not be reported for very small schools)

Adequate Yearly Progress				
Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes

API School Results	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

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 (English/Language Arts 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.

Federal Intervention Program

Federal Intervention Programs					
	Program Improvement (PI) Status	First Year in PI	Year in PI	# of Schools Currently in PI	% of Schools Identified for PI
Cambria Community Day				-	-
Coast Unified	-	-	-	0	0.00

Dropout & Graduation Rates

Cambria Community Day School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Individualized learning plans, regular meetings with parents and counselors, on-campus school resource officer two days a week.

Dropout & Graduation Rates

Graduation & Dropout Rates			
	02-03	03-04	04-05
Dropout Rate	0.00%	0.00%	0.00%
Graduation Rate	N/A%	94.2%	92.9%

CAHSEE

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the DDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

School Leadership

Leadership at Cambria Community Day School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past 6 years, leadership duties were assumed by Principal Michael Schackel. Principal Schackel has 35 years of experience in education with positions as teacher, program director, vice principal, principal, Director of Student Services/Technology. Staff members and parents participate work together to make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Topics for staff development during the 2005/06 school year included: Instructional techniques, testing, technology, curriculum development, safety and others.

Instructional Time (Includes Minimum Days)

For the 2005/06, Cambria Community Day offered 180 days of instruction, comprised of 180 regular days. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level. By law, Community Day Schools are required to be in session 6 hours a day, 180 days a year.

Instructional Time (Includes Minimum Days)

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
7th	54,000	64,800
8th	54,000	64,800
9th-12th	64,800	64,800

Computer Resources

Students are currently tested three times a year on academic skill levels as required by the State of California through the Alternative Schools Accountability Model (ASAM).

Computer Resources			
Computer Resources	03-04	04-05	05-06
Computers	10	5	7
Students per computer	0.8	0.6	1.0
Classrooms connected to Internet	1	1	1