

Executive Summary School Accountability Report Card, 2009–10

Pacific Autism Center for Education (PACE)

Address: 1880 Pruneridge Ave., Santa Clara **Phone:** (408) 245-3400
Principal: Marquis Zane **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 school accountability. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 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

The PACE School is a certified, non-profit, non-public school for persons with autism and related developmental disabilities, serving students 6 to 22 years of age.

PACE implements a multi-disciplinary team approach, combining therapeutic and educational strategies created to optimize the child's progress. This one-on-one approach includes a special education teacher, and instructional specialist, occupational therapist, and speech and language pathologist. Together, the team, which also includes the student's parents, helps to assess the student's individual needs and creates a program that will optimize his/her growth.

The strategies and techniques utilized at PACE are proven approaches for children with autism. However, therapeutic approaches may change over time as new modalities are discovered. PACE is committed to its multi-disciplinary and cutting-edge philosophy and feels it is important to continue to search out new and exciting ideas, incorporating these therapeutic strategies as they emerge.

Our teaching philosophy is based on a student-centered approach, allowing each student to work on his/her specific learning needs by utilizing his strengths and interests. Our students experience an age-appropriate academic curriculum, taught individually and in small groups. Our full-time, on-site, occupational and speech and language therapists play an integral part in the design and implementation of the program. Additionally, the three-step vocational and independent life skills program prepares our students to achieve independence and workplace success in the future. Leisure and social skills are addressed throughout the week through group learning, play and community activities. Our goal is to address each student's specific needs, to help them to learn and grow, and to provide an atmosphere that is both loving and supportive while equally intense and productive.

Student Enrollment

Group	Enrollment
Number of students	53
African American	8%
American Indian or Alaska Native	2%
Asian	26%
Filipino	8%
Hispanic or Latino	11%
Pacific Islander	
White (not Hispanic)	45%
Multiple or No Response	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with Clear Credential	4
Teachers with Level 1 Credential	3
Teachers Internship Credential	

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	N/A
Mathematics	N/A
Science	N/A
History-Social Science	N/A

Academic Progress

Indicator	Result
2010 Growth API Score (from 2009 Growth API Report)	N/A
Statewide Rank (from 2009 Base API Report)	N/A
2010–11 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

The PACE School was relocated to a brand new building on January 8, 2008. The school building was completely renovated prior to the move and is comprised of 6 independent classrooms, a multi-purpose room, a complete occupational therapy room, 2 speech therapy rooms and a full suite of independent living workshop areas which include a laundry room, kitchen, library, store and computer lab. The school has been NPS CDE approved with annual Health/Fire inspection clearances.

Repairs Needed

No recommendations were issued – no repairs required.

Corrective Actions Taken or Planned

No corrective actions were requested.

Curriculum and Instructional Materials

Core Curriculum Areas	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)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	N/A
District	N/A
State	N/A

School Completion

Indicator	Result
Graduation Rate	100% of those students who were eligible for a certificate of completion

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Instruction and Leadership

The PACE School is aligned with the Campbell Union Elementary and Campbell Union High School Districts (LEA) functional skills curriculum. PACE utilizes the Special Education Administrators of County Offices (SEACO) curriculum for students with moderate to severe disabilities. In addition, PACE uses a variety of other common teaching materials such as Edmark. Where appropriate for the academic level of the student (as determined by the Individual Education Plan team), PACE will incorporate state standard grade books. Given the specific needs of students affected by Autism Spectrum Disorder (ASD), a strong emphasis is placed on innovative social/communication vehicles (ie. Picture Exchange System (PECS), social stories, affect methods – Floortime, AAC devices) and behavior shaping methods.

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	N/A
Average Scale Score - National	N/A
Achievement Level - Basic	N/A
Achievement Level - Proficient	N/A
Achievement Level - Advanced	N/A

NAEP Reading, Grade 8

Level	Result
State Average Scale Score	N/A
Average Scale Score - National	N/A
Achievement Level - Basic	N/A
Achievement Level - Proficient	N/A
Achievement Level - Advanced	N/A

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	N/A
Average Scale Score - National	N/A
Achievement Level - Basic	N/A
Achievement Level - Proficient	N/A
Achievement Level - Advanced	N/A

NAEP Mathematics, Grade 8

Level	Result
State Average Scale Score	N/A
Average Scale Score - National	N/A
Achievement Level - Basic	N/A
Achievement Level - Proficient	N/A
Achievement Level - Advanced	N/A

School Accountability Report Card Reported for School Year 2009–10

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on 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

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

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Pacific Autism Center for Education	District Name	Campbell Union School District
Street	1880 Pruneridge Ave.	Phone Number	(408) 364-4200
City, State, Zip	Santa Clara, CA 95050	Web Site	http://www.campbellusd.k12.ca.us/
Phone Number	(408) 245-3400	Superintendent	Dr. Eric Andrew
Principal	Marquis Zane	E-mail Address	Ask_Us@campbellusd.org
E-mail Address	info@pacificautism.org	CDS Code	43694010000000

School Description and Mission Statement (School Year 2009–10)

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

PACE provides for the educational & residential needs of individuals with autism and other developmental disorders. Specialists in speech and language development, occupational therapy, behavior management and special education instruction work as a team to serve the diverse needs of our clients. Research has shown that people with learning disabilities who are enrolled in effective programs at an early age are better equipped to achieve academic, social and workplace success, allowing them to reach their full potential and to lead rewarding lives

Our Mission at PACE is to provide high quality programs for individuals with autism /developmental disabilities, so they may experience the satisfaction and fulfillment that accompany learning, self expression, self-care, productive work and interpersonal and community experiences

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities.

The new PACE school was designed to allow parents to freely observe the classroom activities without affecting the dynamics of the daily routine. Through the use of one-way observation mirrors for each classroom and therapy area, PACE encourages parents to visit routinely to observe the program design. PACE also provides daily communication updates via a narrative communication log that is sent home with every student. In addition, PACE routinely offers evening education classes and independent parent meetings.

PACE offers several opportunities to volunteer. While hands-on participation is limited due to the severe disabilities of our students, there are special day activities occasionally along with after school programs. There are year-round opportunities to participate in administration and fundraising efforts such as event management, marketing, publicity and PR. For more information, contact Karen Kennan, Development Director, at 408.245.3400 or karenkennan@pacifiautism.org.

Student Enrollment by Grade Level (School Year 2009–10)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	8 (under 15 yrs)
Grade 2		Grade 9	27 (age 15-19 yrs)
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6		Ungraded Secondary	18 (age 20-22 yrs)
Grade 7		Total Enrollment	53

Student Enrollment by Group (School Year 2009–10)

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
African American	8%	White (not Hispanic)	45%
American Indian or Alaska Native	2%	Multiple or No Response	
Asian	26%	Socioeconomically Disadvantaged	
Filipino	8%	English Learners	
Hispanic or Latino	11%	Students with Disabilities	100%
Pacific Islander			

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	9	6			9	6			9	6		
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

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	2007-08			2008-09			2009-10					
	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	N/A			N/A			N/A					
Mathematics	N/A			N/A			N/A					
Science	N/A			N/A			N/A					
Social Science	N/A			N/A			N/A					

III. School Climate

School Safety Plan (School Year 2009-10)

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

PACE has an extensive safety program to include fire drills, Injury Illness Prevention Plans (IIPP), blood borne pathogens, hazardous communication, and many other programs. In addition, emergency kits are prepared with individual student emergency forms, a 3-day supply of medications, first-aid kit and emergency supplies.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

PACE offers the students individualized educational programs that are supported by one-to-one (1:1) instructional aides that are trained to be especially attentive to the specific behavioral and self-regulatory needs of the severely autistic and developmentally disabled students we serve. The small, structured class size is supported through an interdisciplinary staff that work to build academic, communication, vocational and social skills to develop a better life for the students. Students are provided an opportunity to learn within the standard classroom as well as seek out extensive involvement in the neighboring community. Given the reactions that may arise from severe sensory regulatory challenges and other social environmental concerns, **PACE** staff are trained on positive behavior plans and redirection methods.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0	0	0	See www.campbellusd.k12.ca.us		
Expulsions	0	0	0			

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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 **PACE School** was relocated to a brand new building on January 8, 2008. The school building was completely renovated prior to the move and is comprised of 6 independent classrooms, a multi-purpose room, a complete occupational therapy room, 2 speech therapy rooms and a full suite of independent living workshop areas which include a laundry room, kitchen, library, store and computer lab. Each classroom is designed to best facilitate the needs of the students which includes a separate centers for sensory regulation, occupational therapy, academic emphasis and vocational skills. For additional information about the school or to schedule a site visit, please feel free to call the main administration office at 408.245.3408.

School Facility Good Repair Status (School Year 2010–11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X				
Overall Rating	X				Building completely renovated January 2008

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
	2007–08	2008–09	2009–10	2009–10
With Full Credential	6	7	6	N/A
Without Full Credential	2	1	1	N/A
Teaching Outside Subject Area of Competence	0	0	0	

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	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	N/A		
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the 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 participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB 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 NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	N/A	
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist	3	18
Occupational Therapist	3	18
Resource Specialist (non-teaching)		
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

School Instruction and Leadership

The PACE School is aligned with SJUSD (LEA) functional skills curriculum. PACE utilizes the Special Education Administrators of County Offices (SEACO) curriculum for students with moderate to severe disabilities. In addition, PACE uses a variety of other common teaching materials such as Edmark. Where appropriate for the academic level of the student (as determined by the Individual Education Plan team), PACE will incorporate state standard grade books. Given the specific needs of students affected by Autism Spectrum Disorder (ASD), a strong emphasis is placed on innovative social/communication vehicles (ie. Picture Exchange System (PECS), social stories, affect methods – Floortime, AAC devices) and behavior shaping methods.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

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	N/A			
District				
Percent Difference – School Site and District				
State				
Percent Difference – School Site and State				

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

As indicated in each student's IEP, supplemental services may include: transportation, one to one aide, speech, occupational therapy, adaptive physical education and various assessments (Woodcock-Johnson, etc.) as deemed necessary. All Non-Public Schools in Santa Clara County submit a yearly rate sheet to the local SELPA for approval.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

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	N/A	
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

IX. Student Performance

Standardized Testing and Reporting Program

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 CSTs 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 ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. 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 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	N/A								
Mathematics									
Science									
History-Social Science									

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
African American	N/A			
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Male				
Female				
Economically Disadvantaged				
English Learners				
Students with Disabilities				
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 Students – Three-Year Comparison

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	N/A								
Mathematics									

California High School Exit Examination Results by Student Group – Most Recent Year

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	N/A			N/A		
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						
Male						
Female						
Economically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2009–10)

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	N/A	N/A	N/A
7			
9			

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	2007	2008	2009
Statewide	N/A	N/A	N/A
Similar Schools			

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, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2007–08	2008–09	2009–10	2010
All Students at the School	N/A	N/A	N/A	N/A
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB 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 2009–10)

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 AYP criteria.

AYP Criteria	School	District
Overall	N/A	
Participation Rate - English-Language Arts		
Participation Rate - Mathematics		
Percent Proficient - English-Language Arts		
Percent Proficient - Mathematics		
API		
Graduation Rate		

Federal Intervention Program (School Year 2010–11)

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	N/A	N/A
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

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 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

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		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	N/A			N/A			N/A		
Graduation Rate	N/A			N/A			N/A		

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2009–10 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2010		
	School	District	State
All Students	N/A	See www.campbellusd.k12.ca.us	
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

N/A

Career Technical Education Participation (School Year 2009–10)

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

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

Courses for University of California and/or California State University Admission (School Year 2008–09)

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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

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

Advanced Placement Courses (School Year 2009–10)

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 CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

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

XII. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

PACE educational program is designed using a multi-disciplinary model. Working together as a team, the teacher, instructional aides, speech & language therapist, occupational therapist and program director collaborate on the individualized program for each student. The instructional goals and objectives outlined in the IEP are based on measurable data with an emphasis on the specific needs and challenges of the student.

The **leadership team** is comprised of a Program Director that oversees the implementation of the curriculum and consistency with the IEP alignment and an Educational Director that is responsible for the higher level school methodology and training practices. In addition, a staff of full-time speech and occupational therapists are integral into all aspects of the program design and development.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

PACE provides professional development and training to our staff through a variety of approaches.

- Monthly In-Service- This is a 3 hour period on the fourth Thursday of the month that is reserved for staff training on a variety of subjects including positive behavior intervention, IEP tracking/reporting, social story development and team building.
- Weekly Staff Meetings – The larger school staff meets regularly every Wednesday after school to discuss operations and educational components of the program. The professional teaching staff also meets weekly after school on Thursday for individual specialized training on key topics.
- Outside Consultants – PACE seeks to bring outside specialists in developmental education in for training on a 2-day intensive seminar every year in the Spring break. Additionally, specialists are also brought in quarterly for a shorter duration.
- Subject matter experts are brought in on an as-needed basis for specific areas of concern.
- Staff are provided a \$1,200 stipend for professional development at external workshops and seminars.

All staff are trained in Handle with Care behavior intervention training.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities

(SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2009) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2009, Grade 4	N/A	N/A	N/A	N/A	N/A
Reading 2009, Grade 8					
Mathematics 2009, Grade 4					
Mathematics 2009, Grade 8					

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2009) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2009, Grade 4	N/A	N/A	N/A	N/A
Reading 2009, Grade 8				
Mathematics 2009, Grade 4				
Mathematics 2009, Grade 8				