

**Paso Robles Independent Study High School**

**School Accountability Report Card  
Reported for School Year 2002-2003**

*Published During 2003-2004*

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

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
<b>School Name</b>	Paso Robles Independent Study Center	<b>District Name</b>	Paso Robles Joint Unified
<b>Principal</b>	Richard Benitez	<b>Superintendent</b>	Patrick J. Sayne, Ed.D.
<b>Street</b>	504 28th St.	<b>Street</b>	800 Niblick Road
<b>City, State, Zip</b>	Paso Robles, CA 93446-1206	<b>City, State, Zip</b>	Paso Robles, CA 93447-7010
<b>Phone Number</b>	(805) 237 - 3371	<b>Phone Number</b>	(805) 237 - 3348
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<b>E-mail Address</b>	<a href="mailto:rbenitez@king.prps.k12.ca.us">rbenitez@king.prps.k12.ca.us</a>	<b>E-mail Address</b>	<a href="mailto:psayne@king.prps.k12.ca.us">psayne@king.prps.k12.ca.us</a>
<b>CDS Code</b>	40-75457-4030235	<b>SARC Contact</b>	Sheldon K. Smith, Ed.D.

**School Description and Mission Statement**

The mission statement of the K-12 Independent Study Center of Paso Robles Public Schools is to provide a safe and holistic learning environment for all our students and staff; to ensure that all students, within their individual learning styles and capabilities, are afforded the opportunity to reach their full potential; to promote the principles of American democracy, personal self-discipline, and common civility; and to be a major resource to the individual citizens and importance constituencies within our community.

**Opportunities for Parental Involvement**

<b>Contact Person Name</b>	Ed Kissler	<b>Contact Person Phone Number</b>	805.237.3370
<p>Because of the unique nature of the K-12 Independent Study Center, parents do take a very active and direct role and responsibility in the school. At the K-8 Independent Study/Home School, all parents work directly with the teacher to ensure educational success at their weekly instructional meetings. Parental input and involvement is the hallmark of K-8 school's academic success. At the 9-12 High School level, we have a work experience program for students working in the community. These employers provide valuable work experience for students during the school year. In addition, students may receive job training services through the Private Industry Council (PIC). The Private Industry Council provides up to 500 hours of job training at each site and pays the salary of the student with the understanding the student will be hired on after their training</p>			

period. K-12 Independent Study Center has a School Site Council which provides feedback on needed changes in curriculum and instructional practices. Moreover, the majority of our community is beginning to view the K-12 Independent Study Center as a viable alternative to the more mainstream schools for students whose educational needs are not being achieved at the more traditional school. For information on volunteering at our school, contact the coordinator at 237-3370.

## I. Demographic Information

### Student Enrollment, by Grade Level

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

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	3	Grade 9	10
Grade 1	3	Grade 10	45
Grade 2	5	Grade 11	42
Grade 3	4	Grade 12	52
Grade 4	3	Ungraded Secondary	0
Grade 5	6		
Grade 6	7		
Grade 7	5		
Grade 8	6		
Ungraded Elementary	0	<b>Total Enrollment</b>	191

### Student Enrollment, by Ethnic Group

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

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	4	2.1	Hispanic or Latino	47	24.6
American Indian or Alaska Native	0	0.0	Pacific Islander	0	0.0
Asian	1	0.5	White (Not Hispanic)	139	72.8
Filipino	0	0.0	Multiple or No Response	0	0.0

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	August 20, 2002	Date Last Discussed with Staff	August 20, 2002
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There are two main components of safe and effective schools. Component one focuses on people and programs, while component two focuses on places or the physical environment of the school each component addresses the overall safety of the school.

**Component One: People and Programs:** In this component, schools develop strategies which promote a caring school community and create a safe school climate by providing an atmosphere where students feel they belong. Programs that reinforce a caring and safe school are:

After-school programs

Positive behavior support

Bullying-prevention programs

Drug and alcohol prevention programs

**Component Two: physical Environment:** In this component, schools develop strategies to create a safe physical environment that is cheerful, comfortable, and free of dirty, dreary, or graffiti-filled buildings. Classrooms and furnishing should have:

Adequate lighting

Positive posters, bulletins, and signs displayed

Crisis response procedures in place

Law enforcement partners

Graffiti removal and vandalism repair

Safe and clean restrooms

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

As an Independent Study School, the vast majority of our students and parents meet individually with teachers during their weekly scheduled meeting. While on our campus, all students are subject to the guidelines of our Behavior Code agreement and a Rights and Responsibility contract that they sign upon enrollment. While using the resources of our study hall, Distance Learning Lab or Career Center, students are supervised and maintain appropriate behaviors. On a quarterly basis, high school students are recognized for perfect attendance and academic excellence with our Student Recognition Program Wall Plaques. Elementary students receive awards and recognition for solid attendance and personal achievement. Our nurturing and supportive trained educators have created an environment at the elementary and secondary levels that are governed by:

Community of Caring philosophy

Individualized educational plans for each student

Direct parent involvement in educational process

Commitment to challenging education

Use of technology to enhance curriculum offerings

Special counseling/advisory services

Assemblies for awards and recognition

### **Suspensions and Expulsions**

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

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	NA	NA	NA	652	833	939
Rate of Suspensions	NA	NA	NA	11%	13%	14%
Number of Expulsions	NA	NA	NA	45	44	46
Rate of Expulsions	NA	NA	NA	1%	1%	1%

### School Facilities

The K-12 Independent Study School has two major centers. The K-8 Elementary School is located at our district's Teachers' Center. Facilities include two classrooms, computer area, teacher offices and assembly areas. The 9-12 high school is located at the Independent Study Center. Facilities include teachers' offices counseling center, and two computer labs. Both the K-8 and the 9-12 Centers are free of any significant safety concerns. Both facilities are alarmed during the evening to protect school property. Each facility is clean, orderly, and conducive to student and staff safety. Each center has an Emergency Plan and Crisis Intervention Plan in operation. Our Emergency/Crisis Intervention Plans are updated each August to ensure their direct compliance with our District wide Safe School Plan. All teachers and staff have periodic reviews of all procedures and responsibilities.

### III. Academic Data

#### Standardized Testing and Reporting (STAR)

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

#### California Standards Tests (CST)

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

#### CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	35	30	27	35	38	38	30	32	35
Mathematics		38	35		35	40		31	35
Science					32	27		30	27
History/Social Science		16	10		35	30		28	28

#### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts					9		33
Mathematics					8		38
Science							
History/Social Science					5		14

### CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts	19	33			27		27	
Mathematics	41	30			35		36	
Science								
History/Social Science	11	9			10		10	

### Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	44	43	42	50	52	48	44	45	43
Mathematics	44	40	39	58	62	53	53	55	50

### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading					23		48
Mathematics					20		46

### NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	34	48			42		43	
Mathematics	41	38			40		40	

### California Physical Fitness Test

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

**No data are available for this section**

### Academic Performance Index (API)

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

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

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

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

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

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

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

### Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested				Percent Tested			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Statewide Rank							
Similar Schools Rank							

### API Subgroups - Racial/Ethnic Groups

API Base Data	API Growth Data
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	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

#### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score				API Growth Score			
Growth Target				Actual Growth			

#### Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	2
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	14.3
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	N/A	N/A	N/A				
Eligible for II/USP	n/a	---	---				
Applied for II/USP Funding	n/a	---	---				
Received II/USP Funding	n/a	---	---				

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	Yes
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	N/A
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	N/A	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	Yes
Socioeconomically Disadvantaged	---	---	N/A	---	---	Yes
English Learners	---	---	N/A	---	---	No
Students with Disabilities	---	---	N/A	---	---	Yes

## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

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

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

### Dropout Rate and Graduation Rate

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

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)			119	2206	2262	2394	1703492	1735576	1772417
Number of Dropouts		1	3	12	22	24	47282	47899	48454
Dropout Rate (1-year)			2.5	0.5	1.0	1.0	2.8	2.8	2.7
Graduation Rate	0.0	100.0	88.9	97.2	97.5	93.8	85.9	86.7	86.9

## V. Class Size

### Average Class Size and Class Size Distribution

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

**No data are available for this section**

### Average Teaching Load and Teaching Load Distribution

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

**No data are available for this section**

### Class Size Reduction Participation

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

Grade Level	Percent of Students Participating		
	2001	2002	2003
K			
1			
2			
3			

## VI. Teacher and Staff Information

## Teacher Credentials

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

	2001	2002	2003
<b>Total Teachers</b>		10	11
<b>Teachers with Full Credential</b> (full credential and teaching in subject area)		10	11
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers with Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)			
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)			

## Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

*The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.*

## Professional Qualifications of Teachers

Our teachers are recognized throughout the county, state and nation for their knowledge and expertise. Our staff is fully credentialed to teach within their subject or specialty areas. More than thirty percent of our teaching staff holds education credentials of a master's degree or above. To honor our outstanding teaching professionals, our elementary schools have been named after former educators in the community. Many of these educators continue to remain active volunteers at their "namesake" schools.

## Teacher Evaluations

Teachers and administration collaborate through an established evaluation system. The principal formally evaluates tenured teachers every two years. Temporary and probationary teachers are evaluated yearly. All teachers are observed frequently. The evaluation may include instructional techniques, adherence to the curriculum, the learning and environments, and other assigned professional duties, as well as monitoring student progress. A formal evaluation includes teacher/administrator conference, goal setting, classroom observation, and a written evaluation. If a teacher's performance is not effective, the coordinator identifies areas requiring improvement and develops a program for improvements with the teacher. The coordinator is evaluated every year by a central office supervisor.

## Substitute Teachers

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent. By State law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise. On rare occasions when substitutes are unavailable, administrators and other properly credentialed staff are assigned to cover classes.

## Counselors and Other Support Staff

Paso Robles Public Schools has a Guaranteed Guidance Plan. Below are some of the services provided

for students:

- Computer Lab Specialist—Assists teachers with weekly computer instruction for students.
- Counselor—Counseling sessions are offered on an individual and group basis by a counseling intern who is under the supervision of a qualified licensed counselor.

This is a valuable educational service designed to teach a variety of skills to help increase your child's achievement in school.

- District Nurse—The nurse works with students who are referred for health needs and supervises hearing, dental, and vision screening. She works with families, local physicians and county health officials. Office personnel handle daily first aid needs.
- Healthy Start Program—Students are identified and referred to the Healthy Start program to receive health services, academic assistance, and referrals to support agencies offering additional support.
- Librarian—One Librarian serves five elementary schools, working with school library/media technicians to ensure that instruction in the use of the library is provided to all students.
- Library/Media Technician—A library technician at each school supervises students in the library and assists students in the selection, location and use of materials.

## VII. Curriculum and Instruction

### School Instruction and Leadership

The K-12 Independent Study Center has a high quality Instructional Program that meets the same academic standards as the more mainstream district schools. At every grade level, our students use the same excellent instructional support materials including textbooks and supplementary materials that other students use in our District. Our teachers have designed courses of study that are directly aligned with current state Standards and frameworks. On a yearly basis, grade level expectations remain the critical core of our dedicated staff commitment to individual student academic growth. Course descriptions in math, reading/language, arts, science, and social sciences are provided each student and family. A variety of elective courses are offered to our students. The school leadership process is centered on decisions to enhance and ensure that all of our students meet grade level expectations and re ready for 5<sup>th</sup> and 8<sup>th</sup> grade promotion, and 12<sup>th</sup> grade graduation. Shared leadership practices empower the staff and encourage commitment, participation, and shared responsibility for student success.

### Professional Development

#### Training/Professional Growth

At Paso Robles Public Schools there is a comprehensive training and professional renewal program for teachers, administrators, and support staff. All new teachers are offered district and site training. Topics included in the New Teacher Orientation are classroom management and discipline, district curriculum overview, curriculum planning, and how to access available resources.

#### Beginning Teacher Support and Assessment (BTSA)

Our new teachers are assisted by district BTSA support providers. These are veteran teachers who help shepherd our new teachers through their beginning years in the profession.

#### Staff Development Day

We scheduled four professional development days during the 2000-01 school year. These days focused on developing reading comprehension for students, data analysis, expected schooltime learning results, and content standards development. Teachers were also able to select from a variety of workshops including developing standards-based units of instruction, writing across

the curriculum, using technology in the classroom, and curriculum development. Workshops were also provided to paraeducators based on job function. Besides professional development days, teachers receive training through attendance at workshops and conferences supported by state and federal categorical programs or as part of a district curriculum review team.

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

The K-12 Independent Study/Home School is committed to ensuring that all textbooks and support materials that are provided for and used in the mainstream schools are also provided for and used in our Independent Study Center. This philosophy underwrites the commitment to Academic Standards that our Board of Trustees has established. Paso Robles Independent Study Center has set a high priority on ensuring that there are sufficient and current textbooks and educational materials to fully support the school’s instructional programs. School and district work on a continuing basis to evaluate and make recommendations for textbook adoption and support material acquisitions. Each subject area is reviewed on a seven-year cycle following state guidelines. Textbooks and materials are selected based on the course content and state standards. The actual selection of textbooks is accomplished by the faculty, and each selection is approved by the Governing Board as required by state regulations. Funding for both textbooks and instructional materials is provided by the state instructional materials budget and the district general fund. Supplemental funding for both reference books and instructional materials is also provided from categorical programs and district-sponsored funds. The K-12 Independent Study School is complemented with numerous support systems that used technology to enhance student learning. At the K-8 levels, computers and internet access are available. At the 9-12 Independent Study high school, a Distance Learning Lab with eight computers designed specifically for the Distance Learning Program, such as Nova-Net, or Stanford University, is staffed with a teacher to promote use. Also, with the Private Industry Council, our students have access to a 12-computer career planning laboratory and support staff to enhance career understanding and work ability skills.

**Instructional Minutes**

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

Instructional Minutes		
	Offered	State Requirement
K	36,200	36,000
1	50,480	50,400
2	50,480	50,400
3	50,480	50,400
4	55,520	54,000
5	55,520	54,000
6	61,042	54,000
7	61,042	54,000
8	61,042	54,000
9	64,815	64,800
10	64,815	64,800
11	64,815	64,800
12	64,815	64,800

**Continuation School Instructional Days**

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

Instructional Days With At Least 180 Instructional Minutes		
	Offered	State Requirement
9	180 Days	180 Days
10	180 Days	180 Days
11	180 Days	180 Days
12	180 Days	180 Days

### Total Number of Minimum Days

Minimum days are scheduled on the school calendar on the day before Thanksgiving break, mid-year and the last day of school. In addition, at the K-8 levels, student minimum days are scheduled for 10 parent-teacher conference days during the school year.

## VIII. Postsecondary Preparation (Secondary Schools)

### Advanced Placement/International Baccalaureate Courses Offered

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

**No data are available for this section**

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

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

**No data are available for this section**

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

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

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
24		

### SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment			52			573	357789	365907	385181

Percent of Grade 12 Enrollment Taking Test						27.23	36.66	37.26	36.63
Average Verbal Score						515	492	490	494
Average Math Score						504	516	516	518

### College Admission Test Preparation Course Program

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### Degree to Which Students are Prepared to Enter Workforce

**Richard/Ed, need something here** The 9-12 Independent Study High School has two major areas of commitment to help students with Work Force skill development. Our work experience job training classes that student enroll in to earn high school credits. Our teachers monitor the time sheets, job evaluation, and commitment levels of our students on a weekly basis. A student can earn up to 10 credits per semester in this program. For the last ten years, our school has had a collaborative relationship with the Private Industry Council of San Luis Obispo County. The PIC is located on our school site to serve the career planning needs of our advanced students. This program provides a detailed career planning assessment program with a paid \$1,700.00 per semester Internship Program for our 11<sup>th</sup> and 12<sup>th</sup> grade students. The number of Paso Robles Public Schools graduates to attend college or vocational school is higher than the state average. A recent survey found that 78% of the 2001 graduates attend either a two or four year college or university, vocational school, or enlist in the military full time after graduation.

### Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

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

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	34714	35344
Mid-Range Teacher Salary	50967	55581
Highest Teacher Salary	65511	69990
Average Principal Salary (Elementary)	74059	86279
Average Principal Salary (Middle)	73655	

Average Principal Salary (High)	79726	
Superintendent Salary	108691	131273
Percent of Budget for Teacher Salaries	44.05	42.90
Percent of Budget for Administrative Salaries	5.24	5.64

### Expenditures (Fiscal Year 2001-2002)

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

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$43958228	\$6732	\$6770	\$6719

### Types of Services Funded

<p>The following is a list of some of the special grants that benefit the students at Paso Robles Independent Study Center:</p> <ul style="list-style-type: none"> <li>Community challenge teen pregnancy</li> <li>Digital high school</li> <li>ROP</li> <li>School Safety</li> <li>Eisenhower</li> <li>Ed Tech. For high schools</li> <li>VEA</li> </ul>
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