

2009-10



# SCHOOL ACCOUNTABILITY REPORT CARD



**Ocean Charter School School**  
**Los Angeles Unified District**



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## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### School Description and Mission Statement (School Year 2009-10)

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

Ocean Charter School is a community of families and educators using innovative teaching methods to nurture and educate children in a multi-cultural, urban environment. We are committed to achieving academic excellence through experiential learning, enhancing the growth of curiosity and imagination through the rigorous practice of an arts-integrated curriculum. This approach addresses the whole child, promoting the development of healthy, responsible, and creative human beings. Our graduates will have the vision, desire and skill to live meaningful lives, balance technology and humanity, and create a sustainable future.

Ocean Charter School's Waldorf Education Curriculum is built on a foundation of creativity and self-confidence grows with the child to balance imagination, critical thinking and academic excellence. This foundation, combined with a focus on ecological and social responsibility, nurtures a sense of delight and wonder about the world, as well as respect for nature and humanity. Our goal is to graduate students who will positively shape our culture, rather than merely reflect it. Our curriculum is designed to empower each student with the knowledge that she or he matters as an individual and shapes not only her or his own life, but, ultimately, the course of history.

### Opportunities for Parental Involvement (School Year 2009-10)

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

Parental Involvement and Opportunity for Public Comment

Parent input and perspective is built into the OCS governance structure through elected and appointed seats on the Board of Trustees and is further channeled through parent seats on board standing committees and the OCS All Community Group. In addition, OCS parents and community members are invited to address the Board of Trustees during "Open Forum," an opportunity for public comment on any topic of interest. Members of the public may also comment on any item on the agenda. This open invitation to address the board encourages parental involvement in school decision-making processes by actively seeking community input on policy and other matters before the board.

#### Ocean Charter School All-Community Group

Parents and teachers working together collaboratively is the heart of the charter school movement. The OCS All-Community Group (ACG) is a collaboration of parents, teachers, and community members focused on supporting innovative public education. The Vision of the Ocean Charter School All-Community Group is for all school participants to collaborate on creating an optimal education for all OCS students.

The All Community Group provides focus in three primary areas:

1. Parent Education to assist parents in supporting their children's education at home.
2. Encourage parental involvement, which is a major factor in student achievement.
3. Fundraising support to help provide an extraordinary arts-integrated curriculum.

#### Parent Participation

Without parent participation Ocean Charter School would not exist. Parents and guardians are involved in every aspect of the school helping to ensure that their children's education is as rich as possible. They serve as members of the Board of Trustees, chairs and participants of the committees, and volunteers in community-building festivals and fundraisers.

Opportunities to volunteer are plentiful. Participating in a weekend clean up or building project, library, cutting drawing paper and helping maintain our gardens and landscaping are just a few examples of the myriad of ways to volunteer.

We believe that it is very important for parents of OCS students to be active participants in their child's education and the life of the school. To complete this goal, we encourage all families to follow the following principles of parent participation.

Parents/Guardians encouraged to:

- Volunteer in school activities.
- Attend annual parent-teacher conferences, scheduled Student Success Team meetings, and at least two All Community Group meetings.
- Drop off and pick up their child on time.
- Eliminate their child's contact with electronic media, such as television, videos, video games, computers and movies during the school week.
- Avoid unnecessary absences for their students.
- Dress their child comfortably for the weather, suitably for active school life, and appropriately for the classroom (please see dress code).

Parents are also encouraged to attend class plays, school festivals and parent evenings.

### 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 |
|-------------------------|--------------------|
| Kindergarten            | 60                 |
| Grade 1                 | 40                 |
| Grade 2                 | 40                 |
| Grade 3                 | 40                 |
| Grade 4                 | 47                 |
| Grade 5                 | 48                 |
| Grade 6                 | 24                 |
| Grade 7                 | 24                 |
| Grade 8                 | 24                 |
| <b>Total Enrollment</b> | <b>347</b>         |

### 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 |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American        | 3.66                        | White                           | 61.69                       |
| American Indian or Alaska Native | 0.56                        | Two or More Races               | 4.51                        |
| Asian                            | 8.17                        | Socioeconomically Disadvantaged | 12                          |
| Filipino                         | 0.57                        | English Learners                | 1.15                        |
| Hispanic or Latino               | 20.85                       | Students with Disabilities      | 14                          |
| Native Hawaiian/Pacific Islander | 0.56                        |                                 |                             |

### 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+ |
| <b>K</b>     | 20              | 3                    |       |         | 20              | 3                    |         |     | 20              | 3                    |       |     |
| <b>1</b>     | 20              | 2                    |       |         | 20              | 2                    |         |     | 20              | 2                    |       |     |
| <b>2</b>     | 20              | 2                    |       |         | 20              | 2                    |         |     | 20              | 2                    |       |     |
| <b>3</b>     | 19              | 2                    |       |         | 20              | 2                    |         |     | 20              | 2                    |       |     |
| <b>4</b>     | 24              |                      | 1     |         | 23              |                      | 3       |     | 24              | 2                    |       |     |
| <b>5</b>     | 24              |                      | 1     |         | 24              |                      | 1       |     | 24              | 2                    |       |     |
| <b>6</b>     | 23              |                      | 1     |         | 24              |                      | 1       |     | 24              | 1                    |       |     |
| <b>K-3</b>   | 0               |                      |       |         | 0               |                      |         |     |                 |                      |       |     |
| <b>3-4</b>   | 0               |                      |       |         | 0               |                      |         |     |                 |                      |       |     |
| <b>4-8</b>   | 0               |                      |       |         | 0               |                      |         |     |                 |                      |       |     |
| <b>Other</b> | 0               |                      |       |         | 0               |                      |         |     |                 |                      |       |     |

### Average Class Size and Class Size Distribution (Secondary)

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

| Subject               | 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+ |
| <b>English</b>        |                 |                      |       |         |                 |                      |         |     |                 |                      |       |     |
| <b>Mathematics</b>    |                 |                      |       |         |                 |                      |         |     |                 |                      |       |     |
| <b>Science</b>        |                 |                      |       |         |                 |                      |         |     |                 |                      |       |     |
| <b>Social Science</b> |                 |                      |       |         |                 |                      |         |     |                 |                      |       |     |

## III. School Climate

### School Safety Plan (School Year 2009-10)

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

Healthy Schools Act

Ocean Charter School will comply with the Healthy Schools Act – Education Code section 17608, which details pest management requirements for schools.

School Safety Plan

The Ocean Charter School Safety Plan is being developed to ensure the health and safety of students and staff on the North and South campus as required by E.C. Section 47605 (b)(5)(F) and is kept on file in the school office for review. OCS staff members are trained annually on the safety procedures outlined in the plan.

### School Emergency Procedures

Emergency Drills Overview-The safety and welfare of young people are viewed as an important responsibility of teachers and administrators at all times. Moreover, during a state of emergency or crisis, the safety of students and staff is the primary priority. With this in mind, it is important that each school staff member know his or her responsibilities and duties in the event of an emergency. Also, it is critical that they be fully aware and apprised of the various emergency and safety procedures in place on the school campus.

- All Ocean Charter School Staff will: Know that the safest place for children in an emergency is in school itself. Know their primary role in an emergency is to care for the safety and welfare of the children. Make every effort to use appropriate procedures during an emergency and provide instructions and guidance to pupils. Keep students in the school environment until they can reunite with their families.
- Emergency Bell System:
  - Fire: A continuous short, repeating bell pattern. Evacuate to the yard.
  - Earthquake: No bell, respond to earthquake. Assume Drop-Cover-Hold position. Wait for fire drill bell or instructions from the main office before evacuating to the yard.
  - Lock Down/Clear Yard: An air horn will sound in short blasts. Students indoors should be directed to remain where they are and move away from windows. Students outside should shelter in Yellow House if their classrooms are upstairs and return to their classrooms otherwise.

#### FIRE DRILL PROCEDURES

Upon hearing the fire drill signal (continuous short, repeating bell pattern) please line your students up and gather your roll book and emergency backpack. Turn off lights and close doors. Exit the classroom, checking your exit route for safety and ensuring the door closes behind the last person exiting. Walk quickly and quietly to your designated area on the North and South campus.

An administrator will be on the yard to direct the traffic flow and provide further instructions and directions as needed. Once your class is assembled, take roll and then signal an administrator if you have a student missing. It is essential that every child is accounted for, and that no one remains in the buildings. An administrator will make contact with each teacher to confirm that all students are accounted for. When everyone is accounted for, an administrator will dismiss classes back to their room.

The designated First Aid Team will assemble at designated areas on North and South campus. Teachers should keep students with minor injuries with them and a first aid team member will come to them once any major injuries are addressed. Teachers should signal first aid team member immediately if there is a serious injury.

The designated Search and Rescue Team will check with teachers for any missing students. Once students have been accounted for, Search and Rescue Team will conduct an inspection of building. As classrooms are determined to be safe, teachers will be signaled to return to class.

An Administrator will record start time and end time of all drills in the Fire/Earthquake Drill binder.

#### Earthquake Procedure

##### Basic Steps:

- When the earth begins to shake, students duck, cover and brace
- Teacher leads students in counting to 60 aloud
- After shaking stops, alarm will sound to evacuate or administrators will contact teachers with other instructions. Teacher evacuates with students bringing class list and ensuring all students wear shoes. Be prepared to use alternative escape route in case of exit blockage.
- After assembling, teacher takes roll. If a student is missing, teacher should signal administrator. Designated Search person will then search classroom and bathrooms to locate missing student.

Designated First Aid Team will assemble in the designated areas of the North and South campus. Teachers

## 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 |
| <b>Suspensions</b> | 7.2     | 7.1     | 5.45    | 7.2      | 7.1     |         |
| <b>Expulsions</b>  | 0       | 0       | 0       | 0        | 0       |         |

## IV. School Facilities

### School Facility Conditions and Planned Improvement (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.

As we inhabit our two sites our plans for the year include seeking viable options for securing a site that would allow us to be a single school site. We continue our partnership with LAUSD through Proposition 39 and with the cooperation of the district seek to continue to make beautification changes at our North Campus. Our very active parents have secured funds through grants and local community agencies to develop a curricular garden where our emphasis on ecological friendly gardening, recycling, and botany support our Waldorf Education curriculum. On the North Campus, we are proactive in requesting district services for the repair and maintenance of restrooms, security gate and American Disabilities Act compliant access. We are also proactive on the South campus, providing adequate staffing to ensure cleanliness and working order of electrical and plumbing as well as maintaining the grounds, gardens, and parking lot. The teachers in cooperation with maintenance staff, students, and parents maintain the classrooms.

### 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.

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

## 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  |
| <b>Teachers with Full Credential</b>                        | 12      | 14      | 17      |          |
| <b>Teachers without Full Credential</b>                     | 2       | 4       | 0       |          |
| <b>Teachers Teaching Outside Subject Area of Competence</b> | 0       | 0       | 0       | N/A      |

### Teacher Misassignments and Vacant Teacher Positions

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

| Indicator   | 2008-09 | 2009-10 | 2010-11 |
|---|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b> | 0       | 0       | 0       |
| <b>Total Teacher Misassignments</b>                   | 0       | 0       | 0       |
| <b>Vacant Teacher Positions</b>                       | 0       | 0       | 0       |

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes                     | Percent of Classes In Core Academic Subjects |   |
|---|--|---|
|   | Taught by Highly Qualified Teachers          | Not Taught by Highly Qualified Teachers |
| <b>This School</b>                      | 100  | 0                                       |
| <b>All Schools in District</b>          | 91.39  | 8.61                                    |
| <b>High-Poverty Schools in District</b> |  |   |
| <b>Low-Poverty Schools in District</b>  |  |   |

## 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 |
|--|----------------------------------|---|
| <b>Academic Counselor</b>                                  | 0                                |   |
| <b>Counselor (Social/Behavioral or Career Development)</b> | 0                                | N/A   |
| <b>Library Media Teacher (Librarian)</b>                   | 0                                | N/A   |
| <b>Library Media Services Staff (Paraprofessional)</b>     | 0                                | N/A   |
| <b>Psychologist</b>  | 0                                | N/A   |
| <b>Social Worker</b>                                       | 0                                | N/A   |
| <b>Nurse</b>   | 0                                | N/A   |
| <b>Speech/Language/Hearing Specialist</b>                  | 0                                | N/A   |
| <b>Resource Specialist (non - teaching)</b>                | 1                                | N/A   |
| <b>Other</b>   | 0                                | N/A   |

## VII. Curriculum and Instructional Materials

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

### 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; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area                              | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|---|--|--|--|
| <b>Reading/Language Arts</b>                      | Current  | 0  | Yes  |
| <b>Mathematics</b>                                | Current  | 0  | Yes  |
| <b>Science</b>                                    | Current  | 0  | Yes  |
| <b>History-Social Science</b>                     | Current  | 0  | Yes  |
| <b>Foreign Language</b>                           | N/A  | 0  | N/A  |
| <b>Health</b>                                     | N/A  | 0  | N/A  |
| <b>Science Laboratory Equipment (grades 9-12)</b> | N/A  | 0  | N/A  |
| <b>Visual and Performing Arts</b>                 | N/A  | 0  | N/A  |

## 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                                   | \$8,670.18                   | \$1,160.74   | \$7,509.45                                   | \$54,334.00            |
| District                                      | N/A                          | N/A  | \$10,494.51                                  | \$66,435.00            |
| Percent Difference – School Site and District | N/A                          | N/A  | -0.28  | -0.18                  |
| State   | N/A                          | N/A  | \$5,681.00                                   | \$68,179.00            |
| Percent Difference – School Site and State    | N/A                          | N/A  | 0.32   | -0.2                   |

### Types of Services Funded (Fiscal Year 2009-10)

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

The school has an excellent arts and music program that is integrated into the school's curriculum. The school's special education program is partially underwritten by special education revenue.

We participated in Class Size Reduction in grades K-3, allowing our classes to be 20 students to one teacher.

### 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                      | \$39,788        | \$42,377                                     |
| Mid-Range Teacher Salary                      | \$63,553        | \$67,667                                     |
| Highest Teacher Salary                        | \$78,906        | \$87,102                                     |
| Average Principal Salary (Elementary)         | \$108,013       | \$108,894                                    |
| Average Principal Salary (Middle)             | \$118,046       | \$113,713                                    |
| Average Principal Salary (High)               | \$117,816       | \$124,531                                    |
| Superintendent Salary                         | \$250,000       | \$223,323                                    |
| 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 assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

| Subject                       | School  |         |         | District |         |         | State   |         |         |
|-------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                               | 2007-08 | 2008-09 | 2009-10 | 2007-08  | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| <b>English-Language Arts</b>  | 74      | 84      | 77      | 35       | 38      | 41      | 46      | 50      | 52      |
| <b>Mathematics</b>            | 63      | 69      | 68      | 35       | 37      | 39      | 43      | 46      | 48      |
| <b>Science</b>                | 59      | 66      | 61      | 36       | 38      | 43      | 46      | 50      | 54      |
| <b>History-Social Science</b> | 52      | 76      | 42      | 24       | 29      | 33      | 36      | 41      | 44      |

### 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 |
| <b>All Students in the LEA</b>                       |   |             |         |                        |
| <b>All Students at the School</b>                    | 77.2  | 67.9        | 60.9    | 41.7                   |
| <b>Male</b>  | 75  | 71          | 68      | *                      |
| <b>Female</b>  | 79  | 64          | 54      | 40                     |
| <b>Black or African American</b>                     | *   | *           | *       | *                      |
| <b>American Indian or Alaska Native</b>              | *   | *           | *       | *                      |
| <b>Asian</b>   | 89  | 74          |         | *                      |
| <b>Filipino</b>                                      | *   | *           | *       | *                      |
| <b>Hispanic or Latino</b>                            | 66  | 49          |         | *                      |
| <b>Native Hawaiian or Pacific Islander</b>           | *   | *           |         |                        |
| <b>White</b>   | 82  | 77          | 65      | 50                     |
| <b>Two or More Races</b>                             |   |             |         |                        |
| <b>Socioeconomically Disadvantaged</b>               | 70  | 45          | 42      | *                      |
| <b>English Learners</b>                              | *   | *           | *       | *                      |
| <b>Students with Disabilities</b>                    | 27  | 37          | *       | *                      |
| <b>Students Receiving Migrant Education Services</b> |   |             |         |                        |

### 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 |
| <b>5</b>    |   |                       |                      |
| <b>7</b>    |   |                       |                      |
| <b>9</b>    |   |                       |                      |

## 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 |
|------------------------|------|------|------|
| <b>Statewide</b>       | 8    | 8    | 9    |
| <b>Similar Schools</b> | 2    | 5    | 3    |

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

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

| Group                                      | Actual API Change |         |         |
|--|-------------------|---------|---------|
|  | 2007-08           | 2008-09 | 2009-10 |
| <b>All Students at the School</b>          | 28                | 54      | -41     |
| <b>Black or African American</b>           |                   |         |         |
| <b>American Indian or Alaska Native</b>    |                   |         |         |
| <b>Asian</b>                               |                   |         |         |
| <b>Filipino</b>                            |                   |         |         |
| <b>Hispanic or Latino</b>                  |                   |         |         |
| <b>Native Hawaiian or Pacific Islander</b> |                   |         |         |
| <b>White</b>                               | 12                | 61      | -38     |
| <b>Two or More Races</b>                   |                   |         | 0       |
| <b>Socioeconomically Disadvantaged</b>     |                   |         |         |
| <b>English Learners</b>                    |                   |         |         |
| <b>Students with Disabilities</b>          |                   |         |         |

## Academic Performance Index Growth by Student Group - 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

| Group                               | 2010 Growth API |     |       |
|-------------------------------------|-----------------|-----|-------|
|                                     | School          | LEA | State |
| All Students at the School          | 855             | 709 | 767   |
| Black or African American           |                 | 663 | 685   |
| American Indian or Alaska Native    |                 | 736 | 728   |
| Asian                               |                 | 883 | 889   |
| Filipino                            |                 | 837 | 851   |
| Hispanic or Latino                  |                 | 686 | 715   |
| Native Hawaiian or Pacific Islander |                 | 734 | 754   |
| White                               | 870             | 849 | 838   |
| Two or More Races                   |                 | 711 | 807   |
| Socioeconomically Disadvantaged     |                 | 691 | 712   |
| English Learners                    |                 | 644 | 691   |
| Students with Disabilities          |                 | 500 | 580   |

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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

## Adequate Yearly Progress Overall and by Criteria (School Year 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 six AYP criteria described above.

| AYP Criteria                               | School | District |
|--|--------|----------|
| Overall                                    | Yes    | No       |
| Participation Rate - English-Language Arts | Yes    | Yes      |
| Participation Rate - Mathematics           | Yes    | Yes      |
| Percent Proficient - English-Language Arts | Yes    | No       |
| Percent Proficient - Mathematics           | Yes    | No       |
| API  | Yes    | Yes      |
| Graduation Rate                            | N/A    | Pend     |

### 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  |
|--|--------|-----------|
| <b>Program Improvement Status</b>                          | N/A    | In PI     |
| <b>First Year of Program Improvement</b>                   | N/A    | 2004-2005 |
| <b>Year in Program Improvement</b>                         | N/A    | Year 3    |
| <b>Number of Schools Currently in Program Improvement</b>  | N/A    | 435       |
| <b>Percent of Schools Currently in Program Improvement</b> | N/A    | 50        |

## XII. Instructional Planning and Scheduling

### Professional Development

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

Annually, each teacher will be given the opportunity for professional growth during the school year, over the summer, during weekends or during school breaks. These professional growth opportunities include, but are not limited to, observations at other schools, conferences, and workshops. Each teacher will be given a budget of \$250 to support his/her annual personal professional goals.

At any time during the year, unit members may bring course information to the administration and request that it be included in the annual professional growth offerings.

In addition each year prior to the commencement of the school year, the entire staff participates in three days of staff development.