

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Ocean Charter School School

Address: 12606 Culver Blvd. , Los Angeles CA 90066-6506 Phone: 310-827-5511
Principal: Stephanie Edwards, Kristy Mack-Fett Grade Span: K - 8

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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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

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.

Student Enrollment

Group	
African American	4.69 %
American Indian or Alaska Native	0.63 %
Asian	8.13 %
Filipino	1.88 %
Hispanic or Latino	11.56 %
Pacific Islander	%
White (not Hispanic)	69.69 %
Multiple or No Response	3.44 %
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	8.00 %
Total Number of Students	320

Teachers

Indicator	Teachers
Teachers with full credential	14
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	73.7%
Mathematics	62.6%
Science	58.7%
History-Social Science	52.2%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	896
Statewide Rank (from 2008 Base API Report)	8
2009-10 Program Improvement Status (PI Year)	

School Facilities

Summary of Most Recent Site Inspection

A satisfactory site inspection was conducted by LAUSD Charter Office for the 2008-2009 school year. We are located on two school sites. Our K-3 program is located at 12606 Culver Blvd., Los Angeles, CA 90066 and our 4-8 grade site is a co-location site at Walgrove Elementary 13151 Appleton Way, Los Angeles, CA 90066

Repairs Needed

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Corrective Actions Taken or Planned

We are grateful to have our two sites, however we continue to work with LAUSD to realize our dream of a single site through the Proposition 39 co-location agreement with LAUSD. In the interim, we are proud of our continual beautification efforts at our North Campus, and have planted gardens and greenery to improve the aesthetics and to enhance our curriculum.

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	\$ 8776
District	\$ 0
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	N/A %

Postsecondary Preparation

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

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270

Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

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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. 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 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 2009-10)

This section provides the schools contact information.

School		District	
School Name	Ocean Charter School	District Name	Los Angeles Unified
Street	12606 Culver Blvd. 13151 Appelton Way	Phone Number	213-241-1000
City, State, Zip	Los Angeles, CA 90066-6506	Web Site	www.lausd.net
Phone Number	310-827-5511 and 310-313-1230	Superintendent	Ramon Cortines
Principal	Stephanie Edwards, Kristy Mack-Fett	E-mail Address	superintendent@lausd.net
E-mail Address	msedwards@oceans.org , msmack-fett@oceans.org	CDS Code	19- 64733- 0102335

School Description and Mission Statement (School Year 2008-09)

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 Whole Child Curriculum, informed by the Waldorf Educational Approach and 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.

Whole Child Curriculum

The Whole Child Curriculum teaches children using methods that nurture a child's imagination and sense of wonder. Grades teachers typically stay with their class for multiple-year cycles. Our program is teacher led, child centered, and uses a developmentally appropriate curriculum. The arts are incorporated into daily lessons.

Ocean Charter School's Whole Child Curriculum fosters:

- A passion and enthusiasm for learning
- Creative, flexible thinking
- Responsibility for self and others
- Social intelligence and environmental awareness

Our learning expectations are detailed in our charter and on the Ocean Charter School website, which describes our curriculum for each grade in the areas of Language Arts, Math, Science, Ecology, Social Science, World Language, Art, Handwork & Performing Arts. Please visit <http://www.oceancharterschool.org/curriculum.html> for more information. Below is a brief overview of our Language Arts and Math curriculum.

The Waldorf Approach

The OCS Whole Child Curriculum is informed by the Waldorf educational approach insofar as:

- Children learn according to a developmental model which includes a play-based kindergarten and the belief that childhood should be experienced with wonder and not rushed.
 - All children create "main lesson books", where they recount their experiences and detail what they have learned. The main subjects, such as history, language arts, science and mathematics are taught in main lesson blocks of up to two hours per day. Each block lasts three to five weeks. There are no "textbooks" in the first through fifth grades.
 - Class teachers may typically stay with students for a multiple-year "loop."
 - Students learn academics by hands-on experience.
 - Throughout the school day, respect for the rhythms of the days and the seasons as well as the aesthetically appealing and nurturing surroundings create a safe and stimulating environment.
 - Students receive detailed narrative end of year evaluations of their work. Letter grades are only used in 7th and 8th grades
 - The use of electronic media, particularly television, by young children is strongly discouraged.
- Students do not use complex technologies (such as computers) in class until the 7th grade.
- The arts are evident in every aspect of the curriculum.

Learning to Read in a Whole Child Curriculum

Because we recognize that each child is unique, we understand that children become readers at different ages. We do not pressure children in the early grades to attain specific reading goals by specific ages. We will, however, expose all children to a rich environment that will develop their ability to listen, to visualize, and to recognize story structures, such that when they are ready to begin reading, they will be active readers with strong comprehension skills. Nevertheless, we expect and work towards all students reading fluently by Grade 3. For additional information on our reading program, please see the website.

Media and OCS

The effects of television on children are well documented. Our concern at OCS is the tremendous dimming influence it has on the child's imagination. We at OCS believe it is the imagination which provides the foundation for learning and growth. Therefore, we base our curriculum on this concept.

We fully recognize that television is within the domain of the family and that it is up to you to make an informed decision for your child. However, we ask that no television be watched in the morning or evenings on school days.

What is true of television also holds for videos, computer games and other electronic media. We recommend that parents eliminate the use of all of these during the school week. If you have any further questions on this policy, please contact your class teacher.

Technology

In the Waldorf Education Curriculum we teach children to respect the tools they use. Everything in the classroom is handled with a mindfulness of its origin and beauty. We want our students to be masters of the instruments they use, and we believe understanding the workings of any technology, whether it is a beeswax crayon or a notebook computer, gives students power over their environment and the capacity to choose their tools wisely. Making their own knitting needles in first grade after

spending time in kindergarten finger knitting gives a child ownership of the “technology” and a profound appreciation for the step up in technological sophistication. Each successive step up in sophistication is taken mindfully-- compasses are introduced after the children spend time struggling to draw circles free-hand and with string, pencil and pushpin. Each tool is introduced when the child has the capacity to understand how the tool works and the reason the tool exists. Simple machines (lever, inclined plane, and pulley) are studied in 7th grade physics. Computer technology is not used in the classroom until 7th and 8th grades, when students have the opportunity to assemble and program a desktop computer.

Social Responsibility, the Environment and Community Service

OCS’ curriculum includes an emphasis on environmental and social responsibility. Frequent hands-on experience with the ecology surrounding us and the acknowledgement of the rich cultural history of our community reflects our curriculum and our educational approach.

Service projects help build a spirit of community within each class. When students take care of their classroom and school grounds, it builds community responsibility and respect for their environment. Working together towards a common goal helps develop skills in cooperation and trust. Taking care and beautifying a corner of the school property or making a contribution to a school festival celebration are appropriate tasks for the early grades. Children in the middle grades might develop and implement a program, such as recycling, throughout the school. These activities introduce the children to the satisfaction of doing something practical that benefits others.

Opportunities for Parental Involvement (School Year 2008-09)

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 2008-09)

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	48
Grade 5	24
Grade 6	24
Grade 7	23
Grade 8	21
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	320

Student Enrollment by Group (School Year 2008-09)

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
African American	4.69 %
American Indian or Alaska Native	0.63 %
Asian	8.13 %
Filipino	1.88 %
Hispanic or Latino	11.56 %
Pacific Islander	%
White (not Hispanic)	69.69 %
Multiple or No Response	3.44 %
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	8.00 %

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	2006-07			2007-08			2008-09					
	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	19.0	3			19.7	3			20.0	3		
1	20.0	2			20.0	2			20.0	2		
2	20.0	2			20.0	2			20.0	2		
3	20.0	1			18.5	2			20.0	2		
4	24.0		1		24.0		1		23.3		2	
5	24.0		1		24.0		1		24.0		1	
6	24.0		1		23.0		1		24.0		1	
K-3												
3-4												
4-8												
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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.

1. **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.
2. **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 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.

Designated Search and Rescue Team will check with teachers for any missing students. Once students have been accounted for, the Search and Rescue Team will conduct a visual inspection of outside of building and then, if safe, inspect classroom interiors. As classrooms are determined to be safe, teachers will be signaled to return to class.

When teachers return to class, they will carefully examine room for small broken items that may have been missed in initial inspection. They will use care in opening cupboards and closets.

How to Take Cover

The following are recommended drill procedures for a teacher and class of students:

- TAKE COVER under desks or tables
- BRACE holding onto table or desk so it doesn't shake away from you
- FACE AWAY from windows
- ASSUME "CRASH" POSITION on knees, head down, hands clasped on back of neck or head covered with book or jacket
- COUNT ALOUD to 60-- earthquakes rarely last longer than 60 seconds and counting is calming

The Teacher should:

- issue the take cover order
- also take cover for 60 seconds
- review evacuation procedures

In Other Areas of the School:

- move away from windows, shelves and heavy objects that may fall
- take cover under a table, or desk, in a corner or door way
- in halls, stairways and other areas where no cover is available, move to an interior wall, kneel with back to wall; place head close to knees; clasp hands behind neck; and cover side of head with arms
- stay inside-- usually the most dangerous place is just outside where building debris may fall; exit only after shaking has stopped.

If you are with your class outdoors you should move to an open space away from buildings and overhead power lines; lie down or crouch since the ground may be unsteady; and look around to be aware of dangers that may require movement.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions				0.0	7.2	7.1
Expulsions				-7.7	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, 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 2009-10)

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	N/A	+			
Interior: Interior Surfaces	N/A		+		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A		+		
Electrical: Electrical	N/A	+			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	+			
Safety: Fire Safety, Hazardous Materials	N/A	+			
Structural: Structural Damage, Roofs	N/A	+			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A		+		

Overall Rating	Good
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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.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	7	12	14	34116
Without Full Credential	6	2	4	1348
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

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.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	84.6	15.4
High-Poverty Schools in District	85.5	14.5
Low-Poverty Schools in District	90.6	9.4

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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
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		Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	n/a
Psychologist	0	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	1	n/a
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Current	0
Mathematics	Current	0
Science	Current	0
History-Social Science	Current	0
Foreign Language	Current	0
Health	Current	0
Visual and Performing Arts	Current	0
Science Laboratory Equipment (grades 9-12)		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9331	\$555	\$8776	\$52,388
District	N/A	N/A	N/A	\$63,391
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	37.19%	22.98%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical 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 2007-08)

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.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$42,065
Mid-Range Teacher Salary	\$63,553	\$67,109
Highest Teacher Salary	\$78,906	\$86,293
Average Principal Salary (Elementary)	\$108,621	\$107,115
Average Principal Salary (Middle)	\$117,632	\$112,279
Average Principal Salary (High)	\$120,447	\$122,532
Superintendent Salary	\$300,000	\$216,356
Percent of Budget for Teacher Salaries	36.90 %	39.40 %
Percent of Budget for Administrative Salaries	5.60 %	5.50 %

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. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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
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	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	71	74	84	31	35	38	43	46	50
Mathematics	52	63	69	31	35	37	40	43	46
Science	38	59	66	27	36	38	38	46	50
History-Social Science	33	52	76	20	24	29	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 by Student Group (School Year 2008-09)

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	69	38	*	*
American Indian or Alaska Native	*	*	*	
Asian	94	83	*	*
Filipino	*	*	*	
Hispanic or Latino	74	57	*	*
Pacific Islander				
White (not Hispanic)	86	71	76	*
Male	84	69	71	*
Female	84	68	62	*
Economically Disadvantaged				
English Learners	*	*		
Students with Disabilities	47	27	*	*
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 Physical Fitness Test Results (School Year 2008-09)

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 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 \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	33.3	25.0	33.3
7	30.4	13.0	52.2
9	0.0	0.0	0.0

X. Accountability Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	7	8	8
Similar Schools	4	2	5

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small 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
	2006-07	2007-08	2008-09	2009
All Students at the School	24	28	54	896
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-16	12	61	908
Socioeconomically Disadvantaged				
English Learners				

Students with Disabilities				
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"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	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	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	390
Percent of Schools Currently in Program Improvement	N/A	45.5

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.

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 and English language learners 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 (Outside Source).

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.

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

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

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

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) 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 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92