

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

## Executive Summary School Accountability Report Card, 2008-09

### Celerity Nascent Charter School

Address: 3417 West Jefferson Blvd. , Los Angeles CA 90018-3235  
Principal: Grace Canada

Phone: 323-732-6613  
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

Celerity Nascent Charter School (grades K– 8), first opened its doors on September of 2005. It is located in the Jefferson Park Community where there exists an epidemic of disadvantaged and underprivileged families. Continually, low API scores and overcrowded classrooms plagued the neighborhood public schools. Upon opening, CEG joined forces with community leaders and law enforcement to face the issues that directly affected Jefferson Park and its surrounding communities. Crime watch meetings were organized and held monthly at the Celerity Nascent campus as well as several programs were developed to raise funds to support and donate to the local families in need. Celerity Nascent Charter School not only became a positive social change to its neighborhood, but also a highly desirable school to attend. The applications submitted each academic year greatly outnumber the limited open spaces. The school is known for its rigorous academic program and the multiple tools available to be successful within it.

Celerity Nascent Charter School is also proud to announce that as of January, 2009 they have become fully accredited by the Accrediting Commission for Schools, WASC (Western Association of Schools and Colleges). WASC's accreditation process is all about fostering excellence in the education programs they accredit by helping the schools to meaningfully create the highest quality learning experience possible. WASC's fundamental purpose is to support schools in creating for themselves a clear vision of what they desire their students to learn and are capable to accomplish and then to ensure that efficient and appropriate systems are in place that inevitably result in the fulfillment of those expectations.

### Student Enrollment

Group	Percent
African American	64.56 %
American Indian or Alaska Native	%
Asian	0.16 %
Filipino	%
Hispanic or Latino	35.11 %
Pacific Islander	%
White (not Hispanic)	0.16 %
Multiple or No Response	%
Socioeconomically Disadvantaged	94.00 %
English Learners	19.00 %
Students with Disabilities	3.00 %
<b>Total Number of Students</b>	<b>618</b>

## Teachers

Indicator	Teachers
Teachers with full credential	23
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	40%
Mathematics	48%
Science	49%
History-Social Science	69%

## Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	753
Statewide Rank (from 2008 Base API Report)	1
2009-10 Program Improvement Status (PI Year)	In PI

## School Facilities

### Summary of Most Recent Site Inspection

<i>School met and/or exceeded all county, district and state facilities codes.</i>
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### Repairs Needed

N/A
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### Corrective Actions Taken or Planned

N/A
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## 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)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,867
District	
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	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

## 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%

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

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	Celerity Nascent Charter	District Name	Los Angeles Unified
Street	3417 West Jefferson Blvd.	Phone Number	213-241-1000
City, State, Zip	Los Angeles , CA 90018-3235	Web Site	www.lausd.net
Phone Number	323-732-6613	Superintendent	Ramon Cortines
Principal	Grace Canada	E-mail Address	superintendent@lausd.net
E-mail Address	gcanada@celerityschoools.org	CDS Code	19- 64733- 0108910

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

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

#### Mission

The mission of Celerity Nascent Charter School (CNCS) is to provide a school where at risk students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities.

#### Vision

Celerity Nascent Charter School will be a community of diverse individuals where students will develop their intellectual, artistic, and physical talents to the highest degree. Our vision will encompass five critical focus areas that affect the school community:

##### Academic Excellence

Our academic program will challenge the intellect and maximize the potential of each student to acquire knowledge, concepts, and skills necessary to become thinking, productive, responsible citizens. Excellence in academics results in a love of lifelong learning and supportive, involved community.

#### Mutual Respect

CNCS will foster a culture of mutual respect that builds trust and engages students in learning.

#### Highly Qualified Teachers and paraprofessionals

Teachers and paraprofessionals will meet NCLB standards as highly qualified.

#### Parental Investment and Community Involvement

Parents want the best for their children and share in the responsibility and the process of educating their children. These involved parents will serve as catalysts to students' success.

#### Respect and Diversity

CNCS will be an inclusive community in which people from different cultural, ethnic, racial, and religious backgrounds learn, live, and work harmoniously with mutual respect, without compromising their beliefs and their identities. We will champion the cause of excellence and equity.

## Opportunities for Parental Involvement (School Year 2008-09)

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- Parents will be actively engaged in the development of the school as members of the Site-based Management Council.
- Prior to the enrollment of a student, the parent(s) and the student will meet with the principal.
- Parents will be provided multiple opportunities to develop awareness of benchmarks and what their children must achieve to be successful.
- Each parent and the school will sign a Family Agreement acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of Celerity Nascent Charter School.
- Parents will be responsible and accountable for committing to volunteering time to support the school and to participate as mentors.
- Parent-teacher conferences will take place quarterly.

## 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	54
Grade 1	71
Grade 2	84
Grade 3	78
Grade 4	48
Grade 5	45
Grade 6	87
Grade 7	89
Grade 8	62
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	618

## 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	64.56 %
American Indian or Alaska Native	%
Asian	0.16 %
Filipino	%
Hispanic or Latino	35.11 %
Pacific Islander	%
White (not Hispanic)	0.16 %
Multiple or No Response	%
Socioeconomically Disadvantaged	94.00 %
English Learners	19.00 %
Students with Disabilities	3.00 %

## 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	20.0	4			19.3	3			19.0	3		
1	19.8	3	1		20.0	3			18.8	4		
2	24.0		2		18.5	4			20.0	4		
3	20.0	1	1		20.0	1			19.5	4		
4	25.5		2		18.5	1	1		24.5		2	
5	22.0	1	1		20.0	1			30.0		2	
6	33.5		1	1	25.8		4		26.0	1	1	
K-3												
3-4												
4-8												
Other												

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

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

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0		3		25.5	1	5		28.8		6	
Mathematics	29.7		3		25.0	1	5		29.0		6	
Science	29.7		3		26.8	1	4	1	29.0		6	
Social Science	31.3		2	1	25.5	1	5		29.0		6	

### III. School Climate

#### School Safety Plan (School Year 2008-09)

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

A key component to emergency and disaster preparedness is knowledge. Knowing how to respond to an emergency will lead to effective remediation of a problem.

The Standardized Emergency Management System (SEMS) provides for a fully integrated and coordinated multiple level responses to multi-agency, multi-jurisdictional emergencies. SEMS is based on the Incident Command System (ICS). ICS has five primary functions:

Command/management, operations, planning/intelligence, logistics and finance/administration.

All school personnel have pre-designated duties and responsibilities to assume in the event of a major disaster; earthquake, fire, lock down or other determined emergency. All CNCS employees automatically become Civil Defense Workers upon declaration of a disaster or state of emergency.

The emergency plan was created to assist the administration and staff members should a disaster occur. The first and foremost objective is safety of the site's students and personnel.

Teachers are required to inform their students about the safety procedures and practice them frequently.

### 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	0.0	7.2	7.1
Expulsions			0.0	-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.

Improvements will be made for increased learning achievements and based on budget availability.

#### 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
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	√			
<b>Interior:</b> Interior Surfaces	√			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	√			
<b>Electrical:</b> Electrical	√			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	√			
<b>Safety:</b> Fire Safety, Hazardous Materials	√			
<b>Structural:</b> Structural Damage, Roofs	√			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	√			
<b>Overall Rating</b>	Good			N/A

## 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	18	21	23	34116
Without Full Credential	4	4	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	82.0	18.0
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 Counselor
Academic Counselor	0	N/A
Library Media Teacher (Librarian)	0	N/A
Psychologist	.5	.001
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing	.5	.001

Specialist		
Resource Specialist (non-teaching)	1	.001
Other	0	N/A

## 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	sufficient	0%
Mathematics	sufficient	0%
Science	sufficient	0%
History-Social Science	sufficient	0%
Foreign Language	sufficient	0%
Health	sufficient	0%
Visual and Performing Arts	sufficient	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

## 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	\$8,867	N/A	\$8,867	\$47,900
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	N/A	N/A

### 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.

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## 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	27	23	40	31	35	38	43	46	50
Mathematics	25	23	48	31	35	37	40	43	46
Science	5	11	49	27	36	38	38	46	50
History-Social Science	0	15	69	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	37	46	46	63

American Indian or Alaska Native				
Asian	*	*	*	
Filipino				
Hispanic or Latino	47	53	54	75
Pacific Islander				
White (not Hispanic)				
Male	37	48	59	68
Female	43	49	39	70
Economically Disadvantaged	39	48	48	66
English Learners	44	50	25	*
Students with Disabilities	18	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	18.9	32.4	40.5
7	29.5	43.6	10.3
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	2	2	1
Similar Schools	6	7	3

"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	12	-32	112	753
African American	5	-28	107	741
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	11	-36	121	773
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	20	-32	111	749
English Learners		-51	130	767
Students with Disabilities				

"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	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	390
Percent of Schools Currently in Program Improvement	N/A	45.5

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)				5.0	7.8	6.7	3.5	4.4	3.9
Graduation Rate			N/A	62.9	66.0	71.1	83.4	80.6	80.2

### Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A

Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

## Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A
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## Career Technical Education Participation (School Year 2008-09)

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

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

## Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

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

## 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.

<p>Prior to the beginning of every academic year there will be six days of paid faculty training aimed at developing standards-based curriculum guidelines and lesson plans.</p> <p>There will also be four additional "Professional Development Days", throughout the year to be held as follow up sessions. These opportunities provide the staff to meet together for a full school day to work on creating thematic and integrated lesson plans. Teachers will also meet every Wednesday at the end of the school day to prepare for common planning, analyzing of student work and to evaluate status of targeted goals identified on prior full day professional development days.</p>
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## 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