

# Executive Summary School Accountability Report Card, 2011–12

## For Today's Fresh Start Charter

<b>Address:</b>	4514 Crenshaw Blvd., Los Angeles, CA, 90043-1221	<b>Phone:</b>	(323) 293-9826
<b>Principal:</b>	Dr. Jeanette Parker, Superintendent/Administrator	<b>Grade Span:</b>	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 information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

The mission of SBE-Today's Fresh Start (SBE-TFSCS) rests with a *commitment to excellence in educating at risk students, who show potential of success in a rigorous educational program with parent cooperation.* First, we must answer the question “*at-risk*” of what? We believe our students are *at risk* of not having the same opportunities to quality education with educated and interested teachers, access to proven educational curricula and exciting learning alternatives, therefore creating a challenging environment to reach their fullest potential. We believe *parents are at risk* of not recognizing the impact they have on the shape and development of their children’s lives. We believe *teachers are at risk* of not believing all students can learn and are willing to provide instructional techniques to ensure students succeed in the classroom. Understanding what is *at risk* has enabled us to provide students, teachers and parents with an educational alternative built on clearly outlined personal and educational expectations and on California Standards based curricula. Children in the geographic areas who attend SBE-TFSCS have attended underperforming public schools. Due to these disadvantages, many of these elementary aged students are deemed at risk of failing and not succeeding in the skills of life long learning. By providing an educational alternative, qualified teachers and a diverse learning environment we will ensure *no child is left behind.* The early detection of each child’s potential for success is a priority. Students have a rigorous, hands-on, comprehensive and performance based learning environment. The curriculum is strongly reinforced with intervention and enrichment studies with on staff visual and performing arts and counseling, form a bridge for students to achieve academic excellence. Experience shows that the arts have a special potential for engaging all students and that the traditional practices of the arts can improve teaching and learning in all areas. SBE-TFSCS uses a site based model of instruction. Students are frequently assessed so that it is known each child’s level of functioning academically. Approximately 97% of the students are deemed as socio-economically disadvantaged. Socio-economically disadvantaged is defined by the State Board of Education as pupils who meet one or both of the criteria: 1) neither of the pupils parents received a high school diploma or 2) the pupil participates in reduced price or free lunch programs.

## Student Enrollment

Group	Enrollment
Number of students	605
Black or African American	58.5%

<b>American Indian or Alaska Native</b>	2.0%
<b>Asian</b>	0.0%
<b>Filipino</b>	0.0%
<b>Hispanic or Latino</b>	39.5%
<b>Native Hawaiian or Pacific Islander</b>	0.0%
<b>White</b>	0.0%
<b>Two or More Races</b>	0.0%
<b>Socioeconomically Disadvantaged</b>	95.5%
<b>English Learners</b>	41.0%
<b>Students with Disabilities</b>	6.1%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
<b>Teachers with full credential</b>	100%
<b>Teachers without full credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	0
<b>Misassignments of Teachers of English Learners</b>	0
<b>Total Teacher Misassignments</b>	0

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on STAR* Program Results</b>
<b>English-Language Arts</b>	55%
<b>Mathematics</b>	60%
<b>Science</b>	51%
<b>History-Social Science</b>	38%

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

<b>Indicator</b>	<b>Result</b>
<b>2012 Growth API Score (from 2012 Growth API Report)</b>	805
<b>Statewide Rank (from 2011 Base API Report)</b>	4
<b>Met All 2012 AYP Requirements</b>	no
<b>Number of AYP Criteria Met Out of the Total Number of Criteria Possible</b>	Met 18 of 21

**2012–13 Program Improvement Status (PI Year)**

Year 3

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### Summary of Most Recent Site Inspection

Today's Fresh Start SBE (TFSSBE) is composed of five (4) sites; Vernon, Adams, Hyde Park, and Compton. Site inspections are conducted by the appropriate agency and each campus is safe and free of any hazards.

### Repairs Needed

There were no significant repairs required or planned.

### Corrective Actions Taken or Planned

None.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	N/A
District	\$7,083
State	\$5,455

## School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

## Postsecondary Preparation

Measure	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

# School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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 2012–13)

School		District	
<b>School Name</b>	Today's Fresh Start Charter	<b>District Name</b>	SBE - Today's Fresh Start Charter
<b>Street</b>	4514 Crenshaw Blvd.	<b>Phone Number</b>	(323) 293-9826
<b>City, State, Zip</b>	Los Angeles, CA, 90043-1221	<b>Web Site</b>	
<b>Phone Number</b>	(323) 293-9826	<b>Superintendent</b>	Jeanette Parker
<b>Principal</b>	Dr. Jeanette Parker, Superintendent/Administrator	<b>E-mail Address</b>	drjeanetteparker@aol.com
<b>E-mail Address</b>	drjeanetteparker@aol.com	<b>CDS Code</b>	19767370102020

### School Description and Mission Statement (School Year 2011–12)

The mission of SBE-TFSCS rests with a *commitment to excellence in educating at risk students, who show potential of success in a rigorous educational program with parent cooperation*. First, we must answer the question “*at-risk*” of what? We believe our students are *at risk* of not having the same opportunities to quality education with educated and interested teachers, access to proven educational curricula and exciting learning alternatives, therefore creating a challenging environment to reach their fullest potential. We believe *parents are at risk* of not recognizing the impact they have on the shape and development of their children’s lives. We believe *teachers are at risk* of not believing all students can learn and are willing to provide instructional techniques to ensure students succeed in the classroom. Understanding what is *at risk* has enabled us to provide students, teachers and parents with an educational alternative built on clearly outlined personal and educational expectations and on California Standards based curricula. Children in the geographic areas who attend SBE-TFSCS have attended underperforming public schools. Due to these disadvantages, many of these elementary aged students are deemed at risk of failing and not succeeding in the skills of life long learning. By providing an educational alternative, qualified teachers and a diverse learning environment we will ensure *no child is left behind*. The early detection of each child’s potential for success is a priority. Students have a rigorous, hands-on, comprehensive and performance based learning environment. The curriculum is strongly reinforced with intervention and enrichment studies with on staff visual and performing arts and counseling, form a bridge for students to achieve academic excellence. Experience shows that the arts have a special potential for engaging all students and that the traditional practices of the arts can improve teaching and learning in all areas. TFSCS uses a site based model of instruction. Students are frequently assessed so that it is known each child’s level of functioning academically. Over 97% of the students are deemed as socio-economically disadvantaged. Socio-economically disadvantaged is defined by the State Board of Education as pupils who meet one or both of the criteria: 1) neither of the pupils parents received a high school diploma or 2) the pupil participates in reduced price or free lunch programs.

## Opportunities for Parental Involvement (School Year 2011–12)

One of the primary predictors of student success is parent involvement. Parents are encouraged and expected to participate in the educational process of their child(ren). SBE Today's Fresh Start Charter School provides many opportunities for parents to become involved in school activities. The school conducts Back to School Night, Open House, Family Dinners, Latino Literacy Project, Literacy Night and Math Night activities each year. In addition parent conferences are held twice a year. Parents participate in the governance of the school by participating on the Board of Directors (one parent serves on the Board of Directors). Please contact Dr. Jeanette Parker, Superintendent/Administrator at 323-293-9826 for additional information.

## Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	140	Grade 8	25
Grade 1	111	Ungraded Elementary	0
Grade 2	79	Grade 9	0
Grade 3	73	Grade 10	0
Grade 4	64	Grade 11	0
Grade 5	48	Grade 12	0
Grade 6	46	Ungraded Secondary	0
Grade 7	19	Total Enrollment	605

## Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	58.5%
American Indian or Alaska Native	2.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	39.5%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.0%
Socioeconomically Disadvantaged	95.5%
English Learners	41.0%
Students with Disabilities	6.1%

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

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	6	0	0	18.0	7	0	0	14.0	10	0	0
1	17	5	0	0	12.9	7	0	0	13.3	8	0	0
2	20	4	0	0	16.2	5	0	0	15.6	5	0	0
3	20	4	0	0	18.3	4	0	0	14.6	5	0	0
4	18	2	0	0	19.7	3	0	0	15.5	3	1	0
5	17	2	0	0	14.0	3	0	0	22.5	1	1	0
6	20	2	0	0	11.0	3	0	0	23.0	0	2	0
Other									1.0	3	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

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

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14	4	n/a	n/a	20	3	n/a	n/a	22.0	2	2	n/a
Mathematics	14	4	n/a	n/a	20	3	n/a	n/a	22.0	1	1	n/a
Science	14	4	n/a	n/a	20	3	n/a	n/a	22.0	1	1	n/a
Social Science	14	4	n/a	n/a	20	3	n/a	n/a	22.0	1	1	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## III. School Climate

### School Safety Plan (School Year 2011–12)

The school has adopted and implements a comprehensive set of health, safety and risk management policies. The school provides a safe campus and learning environment. All employees must submit to a criminal background check before being hired and are rechecked each semester. TFSCS has policies related to the administration of prescription drugs and medications.

### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012–13)

Today's Fresh Start Charter School leases our current facilities. All facilities are maintained by lessor and meet all code and state requirement.

### School Facility Good Repair Status (School Year 2012–13)

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

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	33	31	39	n/a



<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	n/a	n/a	n/a	n/a

### Teacher Misassignments and Vacant Teacher Positions

<b>Indicator</b>	<b>2010–11</b>	<b>2011–12</b>	<b>2012–13</b>
<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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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

Note: 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.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	1	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	1	
Other	0	

Note: Cells shaded in black do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: \_\_\_\_\_

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin 2008	Yes	0
Mathematics	Houghton Mifflin 2007	Yes	0
Science	Houghton Mifflin 2006	Yes	0
History-Social Science	Houghton Mifflin 2005	Yes	0
Foreign Language	n/a	n/a	n/a
Health	n/a	n/a	n/a
Visual and Performing Arts	n/a	n/a	n/a
Science Laboratory Equipment (grades 9-12)	n/a	n/a	n/a

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,082.39	\$489.69	\$6,592.70	44,350.00
District			n/a	n/a
Percent Difference – School Site and District			n/a	n/a
State			\$5,455	n/a
Percent Difference – School Site and State			n/a	n/a

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org/>.

### Types of Services Funded (Fiscal Year 2011–12)

General Education for elementary and middle school students.
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### Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	n/a	n/a
Mid-Range Teacher Salary	44,350	n/a
Highest Teacher Salary	n/a	n/a
Average Principal Salary (Elementary)	60,000	n/a
Average Principal Salary (Middle)	n/a	n/a



	10	11	12	10	11	12	10	11	12
<b>English-Language Arts</b>	34.2%	49%	55%	34.2%	49%	55%	52%	54%	56%
<b>Mathematics</b>	48.5%	57%	60%	48.5%	57%	60%	48%	50%	51%
<b>Science</b>	44.4%	47%	51%	44.4%	47%	51%	54%	57%	60%
<b>History-Social Science</b>	24.1%	10%	38%	24.1%	10%	38%	44%	48%	49%

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.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
<b>All Students in the LEA</b>	55%	60%	51%	38%
<b>All Students at the School</b>	55%	60%	51%	38%
<b>Male</b>	55%	63%	53%	36%
<b>Female</b>	55%	57%	49%	38%
<b>Black or African American</b>	53%	52%	52%	41%
<b>American Indian or Alaska Native</b>	0%	0%	0%	0%
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>	58%	74%	47%	0%
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>				
<b>Two or More Races</b>				
<b>Socioeconomically Disadvantaged</b>	55%	60%	51%	36%
<b>English Learners</b>	39%	59%	0%	0%
<b>Students with Disabilities</b>	37%	63%	0%	0%
<b>Students Receiving Migrant Education Services</b>				

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.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

**California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	n/a	n/a	n/a	n/a	n/a	n/a	54%	59%	56%
Mathematics	n/a	n/a	n/a	n/a	n/a	n/a	54%	56%	58%

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.

**California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	n/a	n/a	n/a	n/a	n/a	n/a
All Students at the School	n/a	n/a	n/a	n/a	n/a	n/a
Male	n/a	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a	n/a	n/a	n/a

Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a
Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a	n/a	n/a	n/a
English Learners	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a	n/a	n/

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.

### California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.90%	28.30%	17.40%
7	22.20%	38.90%	22.20%
9	0.00%	0.00%	0.00%

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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *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	2009	2010	2011
Statewide	1	2	4
Similar Schools	3	6	9

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	34	64	22
Black or African American	10	73	25
American Indian or Alaska Native	n/d	n/d	n/d
Asian	n/d	n/d	n/d
Filipino	n/d	n/d	n/d
Hispanic or Latino	70	42	19
Native Hawaiian or Pacific Islander	n/d	n/d	n/d
White	n/d	n/d	n/d
Two or More Races	n/d	n/d	n/d
Socioeconomically Disadvantaged	27	70	17
English Learners	56	38	22
Students with Disabilities	n/d	n/d	n/d

Note: “N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	320	805	n/a	n/a	4,664,264	788
Black or African American	202	786	n/a	n/a	313,201	710



<b>American Indian or Alaska Native</b>	3		n/a	n/a	31,606	742
<b>Asian</b>	0		n/a	n/a	404,670	905
<b>Filipino</b>	0		n/a	n/a	124,824	869
<b>Hispanic or Latino</b>	115	834	n/a	n/a	2,425,230	740
<b>Native Hawaiian or Pacific Islander</b>	0		n/a	n/a	26,563	775
<b>White</b>	0		n/a	n/a	1,221,860	853
<b>Two or More Races</b>	0		n/a	n/a	88,428	849
<b>Socioeconomically Disadvantaged</b>	309	804	n/a	n/a	2,779,680	737
<b>English Learners</b>	121	840	n/a	n/a	1,530,297	716
<b>Students with Disabilities</b>	34	678	n/a	n/a	530,935	607

### Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>	No	n/a
<b>Met Participation Rate - English-Language Arts</b>	Yes	n/a
<b>Met Participation Rate - Mathematics</b>	Yes	n/a
<b>Met Percent Proficient - English-Language Arts</b>	Yes	n/a
<b>Met Percent Proficient - Mathematics</b>	No	n/a
<b>Met API Criteria</b>	Yes	n/a
<b>Met Graduation Rate</b>	N/A	n/a

## Federal Intervention Program (School Year 2012–13)

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. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	n/a
First Year of Program Improvement	2008-2009	n/a
Year in Program Improvement	Year 3	n/a
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100.0%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course 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 *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		n/a	n/a		n/a	n/a		16.6	14.4
Graduation Rate		n/a	n/a		n/a	n/a		74.72	76.26

Note: Cells shaded in black do not require data.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	n/a	n/a	N/D
Black or African American	n/a	n/a	N/D
American Indian or Alaska Native	n/a	n/a	N/D
Asian	n/a	n/a	N/D
Filipino	n/a	n/a	N/D
Hispanic or Latino	n/a	n/a	N/D
Native Hawaiian or Pacific Islander	n/a	n/a	N/D
White	n/a	n/a	N/D
Two or More Races	n/a	n/a	N/D
Socioeconomically Disadvantaged	n/a	n/a	N/D
English Learners	n/a	n/a	N/D
Students with Disabilities	n/a	n/a	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs (School Year 2011–12)

N/A

### Career Technical Education Participation (School Year 2011–12)

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

#### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

#### Advanced Placement Courses (School Year 2011–12)

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

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

## 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.

2009-2010 - One week prior to school in September and weekly staff development meetings.  
 2010-2011 – One week prior to school in September and weekly staff development meetings  
 2011-2012 – One week prior to school in September and weekly staff development meetings.

For more information visit <http://www.ed-data.org/>