

# Executive Summary School Accountability Report Card, 2009–10

## *For The Norton Space and Aeronautics Academy*

**Address:** 503 E. Central Avenue, San Bernardino, CA 92408      **Phone:** 909-386-2300  
**Principal:** Jan Gustafson-Corea      **Grade Span:** K-4  
**Website:** <http://www.lewiscenter.org/nsaa/>

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 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 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

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Norton Space and Aeronautics Academy (NSAA) is a California Public Charter School, authorized by the San Bernardino County Superintendent of Schools. NSAA was established in August 2008 and opened with grades K-2. Each year the school will expand an additional grade with the goal of becoming a K-12 school by the year 2018-2019. Currently, NSAA has students enrolled in Kinder-4<sup>th</sup> grade.

Norton Space and Aeronautics Academy is a dual language immersion school, which supports our charter educational goals. Our goal is for all students to be able to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for five (5) years. NSAA also has a strong emphasis on the sciences and ensures that every student receives instruction in science every day! Science is core in our teaching and learning.

What is a dual immersion program?

A dual immersion program integrates language minority students (English learners) and language majority students (English speakers) in order to develop their bilingualism and bi-literacy in English and another language. NSAA follows the 90/10 model which provides instruction as follows:

Grade	Spanish	English
K	90%	10%
1st	80%	20%
2nd	70%	30%
3rd	60%	40%
4th & up	50%	50%
MS/HS	50%	50%

Kindergarten students attend school for the full day. **New students entering Norton School in grades above 2, should come from a bilingual classroom or bilingual home environment to be considered for the program.**

The goals of our dual immersion program include: **Bilingualism:** High levels of proficiency in English and Spanish. All participants will demonstrate oral proficiency in their first and a second language; 2) **Bi-literacy:** High levels of academic proficiency in English and Spanish. All students will demonstrate their ability to perform on grade level in English on the same tests and standards as all students as well as in the target language; and, 3) **Multicultural proficiency:** Understanding of different cultures and development of high self-esteem. All participants will demonstrate their ability to appreciate the values of other cultures in our society.

The mission of the Norton Space and Aeronautics Academy (NSAA) is to provide opportunities for equal educational access to a culturally, linguistically, socially, and economically diverse population of students within a nurturing, participatory educational environment aligned to academic standards, based on high quality, research based teaching methods, and supported by public and private sector partnerships.

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### Student Enrollment—2010-2011

<b>Group</b>	<b>Enrollment</b>
Number of students	453
African American	22 %
American Indian or Alaska Native	1 %
Asian	5 %
Filipino	-
Hispanic or Latino	55 %
Pacific Islander	-
White (not Hispanic)	14
Multiple or No Response	-
Socioeconomically Disadvantaged	-
English Learners	-
Students with Disabilities	-

### Teachers—2010-2011

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	13
Teachers without full credential	9
Teachers Teaching Outside Subject Area of Competence	-
Misassignments of Teachers of English Learners	-
Total Teacher Misassignments	-

### Student Performance—2009-10

<b>Subject</b>	<b>Students Proficient and Above on California Standards Tests</b>
English-Language Arts	22%
Mathematics	35%
Science	-
History-Social Science	-

### Academic Progress---2009-10

<b>Indicator</b>	<b>Result</b>
2010 Growth API Score (from 2009 Growth API Report)	607
Statewide Rank (from 2009 Base API Report)	-
2010–11 Program Improvement Status (PI Year)	-

## School Facilities

### Summary of Most Recent Site Inspection

NSAA was evaluated and inspected by the San Bernardino County Superintendent of Schools (SBCSS) twice in the 2009-2010 school year—on November 12, 2009 and on April 20, 2010. Both visits reflected a very positive relationship between NSAA and its Charter oversight team from SBCSS. On all four quality indicators, NSAA received a satisfactory rating.

1. **Governance and Organizational Management** - being effectively lead and managed
2. **Educational Performance**- providing a sound education for all of its students.
3. **Fiscal Operations** - being operated prudently and meeting all regulatory requirements
4. **Fulfilling Charter** - implementing the provisions of the Charter as approved by the County

### Repairs Needed

No repairs were noted.

### Corrective Actions Taken or Planned

NSAA was required to send a letter confirming the following: completion of the Form 700; completion of health immunization records audit, compliance of Civil Rights requirements; and, School Accountability Report Card (SARC)

## 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	-
Visual and Performing Arts	-
Science Laboratory Equipment (grades 9-12)	-

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5451
District	\$5400
State	\$5512

## 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

<b>Level</b>	<b>Result</b>
Average Scale Score - State	N/A
Average Scale Score - National	N/A
Achievement Level - Basic	N/A
Achievement Level - Proficient	N/A
Achievement Level - Advanced	N/A

## NAEP Reading, Grade 8

<b>Level</b>	<b>Result</b>
State Average Scale Score	N/A
Average Scale Score - National	N/A
Achievement Level - Basic	N/A
Achievement Level - Proficient	N/A
Achievement Level - Advanced	N/A

## NAEP Mathematics, Grade 4

<b>Level</b>	<b>Result</b>
Average Scale Score - State	N/A
Average Scale Score - National	N/A
Achievement Level - Basic	N/A
Achievement Level - Proficient	N/A
Achievement Level - Advanced	N/A

## NAEP Mathematics, Grade 8

<b>Level</b>	<b>Result</b>
State Average Scale Score	N/A
Average Scale Score - National	N/A
Achievement Level - Basic	N/A
Achievement Level - Proficient	N/A
Achievement Level - Advanced	N/A

# School Accountability Report Card Reported for School Year 2009–10

*Published During 2010–11*

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 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

### DataQuest

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

### Internet Access

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

## II. About This School

### Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Norton Space and Aeronautics Academy	<b>District Name</b>	Lewis Center for Educational Research
<b>Street</b>	503 E. Central Avenue	<b>Phone Number</b>	909-386-2300
<b>City, State, Zip</b>	San Bernardino, CA 92408	<b>Web Site</b>	<a href="http://www.lewiscenter.org/nsaa/">http://www.lewiscenter.org/nsaa/</a>
<b>Phone Number</b>	909-386-2300	<b>Superintendent</b>	CEO—Rick Piercy
<b>Principal</b>	Jan Gustafson-Corea	<b>E-mail Address</b>	<a href="mailto:rpiercy@lcer.org">rpiercy@lcer.org</a>
<b>E-mail Address</b>	<a href="mailto:jgcorea@lcer.org">jgcorea@lcer.org</a>	<b>CDS Code</b>	36-10363-0115808

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

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

**Mission**--The mission of NSAA is to provide opportunities for equal educational access to a culturally, linguistically, socially, and economically diverse population of students within a nurturing, participatory educational environment aligned to academic standards, based on high quality, research-based teaching methods, and supported by public and private sector partnerships.

**Vision and Goal**--The vision and goal of the NSAA is to reach the underserved population of San Bernardino County and the residents surrounding the former Norton Air Force Base that affords equal access to all and provides a nurturing and intellectually stimulating environment for students as they participate in experiential learning aligned with the California State Content Standards.



### III. School Climate

#### **School Safety Plan (School Year 2009–10)**

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

In order to provide safety for all students and staff, the NSAA has adopted and implemented full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. Information and documentation is available in our school charter regarding the NSAA Policies on Health and Safety, Emergencies and Disaster Preparedness, Risk Management, Tobacco Free Schools, Environmental Safety Precautions, Pest Management, Security Incidents and Key Control, Crime Data Reporting, Earthquake Emergency Preparedness, Hazardous Chemicals, Insurance Management, and Transportation. These policies will all be adopted by and used for the NSAA and updated as needed and required.

#### **Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>Suspensions</b>					0	0
<b>Expulsions</b>					0	0

### IV. School Facilities

#### **School Facility Conditions and Planned Improvements (School Year 2010–11)**

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The NSAA complies with California Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The NSAA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The NSAA shall conduct fire drills monthly.

The current facilities at NSAA contain a main administrative and classroom building with 18 portable classrooms. Improvements made in 2009-10 include the expansion of the playground area, the movement of fencing to create easier access throughout the campus, and the addition of 5 portable classrooms and a new restroom. A school garden and on-going improvements to the facility are made regularly.

## School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
<b>With Full Credential</b>		4	4	-
<b>Without Full Credential</b>		5	11	-
<b>Teaching Outside Subject Area of Competence</b>		N/A	N/A	-

### Teacher Misassignments and Vacant Teacher Positions

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

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

## **Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009–10)**

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 at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100%	
<b>All Schools in District</b>	100%	
<b>High-Poverty Schools in District</b>	100%	
<b>Low-Poverty Schools in District</b>	100%	

## **VI. Support Staff**

### **Academic Counselors and Other Support Staff (School Year 2009–10)**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	N/A	
<b>Library Media Teacher (librarian)</b>	.2	n/a
<b>Library Media Services Staff (paraprofessional)</b>	All Volunteer	n/a
<b>Psychologist</b>	.4	n/a
<b>Social Worker</b>	N/A	n/a
<b>Nurse</b>	.5	n/a
<b>Speech/Language/Hearing Specialist</b>	.5	n/a
<b>Resource Specialist (non-teaching)</b>	2	n/a
<b>Other</b>		n/a

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Good—Houghton Mifflin Spanish and English	0%
Mathematics	Good—Houghton Mifflin Spanish and English	0%
Science	Good—Houghton Mifflin Spanish and English	0%
History-Social Science	Good—Harcourt—Spanish and English	0%
Foreign Language	N/A	0%
Health	N/A	0%
Visual and Performing Arts	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5757	\$306	\$5451	\$48,259
District	n/a	n/a	\$5451	\$59,167
Percent Difference – School Site and District	n/a	n/a	0%	19%
State	n/a	n/a	\$5,512	\$65,905
Percent Difference – School Site and State	n/a	n/a	2%	17%

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

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

As a charter school, NSAA is the recipient of state block funding and does not receive specific categorical funds. As a Title I school, we do receive school-wide Title I funds that allows us the opportunity to have instructional aids on staff and special technology resources (e.g.ELMOs)

## **Teacher and Administrative Salaries (Fiscal Year 2008–09)**

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	36,761	40,786
<b>Mid-Range Teacher Salary</b>	54,960	65,726
<b>Highest Teacher Salary</b>	74,427	85,230
<b>Average Principal Salary (Elementary)</b>	89,228	106,548
<b>Average Principal Salary (Middle)</b>	89,228	112,237
<b>Average Principal Salary (High)</b>	89,228	121,617
<b>Superintendent Salary</b>	118,914	191,155
<b>Percent of Budget for Teacher Salaries</b>	40.23	40.6
<b>Percent of Budget for Administrative Salaries</b>	5.98%	5.30

## **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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

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

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>English-Language Arts</b>		47	22		45	49		46	50
<b>Mathematics</b>		54	35		37	40		43	46
<b>Science</b>		-	-		-	-		-	-
<b>History-Social Science</b>		-	-		-	-		-	-

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	2%	2%		
American Indian or Alaska Native	-	-		
Asian	-	1%		
Filipino	-	-		
Hispanic or Latino	5%	8%		
Pacific Islander	-	-		
White (not Hispanic)	1%	3%		
Male	3%	7%		
Female	4%	8%		
Economically Disadvantaged	2%	3%		
English Learners	-	2%		
Students with Disabilities	-	-		
Students Receiving Migrant Education Services	-	-		

## **X. Accountability**

### **Academic Performance Index**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## **Academic Performance Index Ranks – Three-Year Comparison**

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

<b>API Rank</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Statewide</b>		1	1
<b>Similar Schools</b>		N/A—small school	N/A-small school

## **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.*

<b>Group</b>	<b>Actual API Change</b>			<b>Growth API Score</b>
	<b>2007–08</b>	<b>2008–09</b>	<b>2009–10</b>	<b>2010</b>
<b>All Students at the School</b>		666	607	-59
<b>African American</b>		N/A	N/A	
<b>American Indian or Alaska Native</b>		-	-	
<b>Asian</b>		N/A	N/A	
<b>Filipino</b>		-	-	
<b>Hispanic or Latino</b>		N/A	N/A	
<b>Pacific Islander</b>		-	-	
<b>White (not Hispanic)</b>		N/A	N/A	
<b>Socioeconomically Disadvantaged</b>		N/A	N/A	
<b>English Learners</b>		N/A	N/A	
<b>Students with Disabilities</b>		-	-	

## **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 at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

## **Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)**

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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



## **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 2009–10 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 2010		
	School	District	State
All Students			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
	<i>N/A for NSAA</i>		<i>N/A for NSAA</i>

## **Career Technical Education Programs (School Year 2009–10)**

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

*N/A for NSAA*

## **Career Technical Education Participation (School Year 2009–10)**

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

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

## **Courses for University of California and/or California State University Admission (School Year 2008–09)**

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 at <http://dq.cde.ca.gov/dataquest/>.

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

## **Advanced Placement Courses (School Year 2009–10)**

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

<b>Subject</b>	<b>Number of AP Courses Offered</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>		n/a
<b>English</b>	<i>N/A for NSAA</i>	n/a
<b>Fine and Performing Arts</b>		n/a
<b>Foreign Language</b>		n/a
<b>Mathematics</b>		n/a
<b>Science</b>		n/a
<b>Social Science</b>		n/a
<b>All courses</b>		

## **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.

Professional development is provided to teachers and staff on an on-going basis throughout the year. Five staff development days are scheduled throughout the school year. Every Wednesday is a minimum day due to the banking of time throughout the school week and this time is allotted as follows:

1<sup>st</sup> Wednesday of the month—Staff meeting/Professional Development

2<sup>nd</sup> Wednesday—Grade level team meetings

3<sup>rd</sup> Wednesday—Professional development

4<sup>th</sup>—Grade level and individualized planning

## **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 (SD) and English language learners (ELL) 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 at <http://nces.ed.gov/nationsreportcard/>.

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 at <http://www.cde.ca.gov/ta/tg/nr/>.

**National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students—[N/A for NSAA](#)**

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

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2009, Grade 4					
Reading 2009, Grade 8					
Mathematics 2009, Grade 4					
Mathematics 2009, Grade 8					

**National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students-- [N/A for NSAA](#)**

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2009) 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 2009, Grade 4				
Reading 2009, Grade 8				
Mathematics 2009, Grade 4				
Mathematics 2009, Grade 8				