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-5
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 information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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

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-5th 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. In 2011-12 we are beginning to introduce our students to Mandarin Chinese with the goal of creating a Chinese Foreign/World Language program at our school.

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.

Student Enrollment—2011-12

Group	Enrollment
Number of students	515
Black or African American	20%
American Indian or Alaska Native	1%
Asian	3%
Filipino	%
Hispanic or Latino	66%
Native Hawaiian or Pacific Islander	%
White	10%
Two or More Races	%
Socioeconomically Disadvantaged	73%
English Learners	39%
Students with Disabilities	%

Teachers—2011-12

Indicator	Teachers
Teachers with full credential	24
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	#
Misassignments of Teachers of English Learners	#
Total Teacher Misassignments	#

Student Performance

Subject	Students Proficient and Above on STAR[1] Program Results
English-Language Arts	30.4%
Mathematics	40.2%
Science	N/A
History-Social Science	N/A

Academic Progress[2]

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	648
Statewide Rank (from 2010 Base API Report)	
Met All 2011 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 14 of 17
2011–12 Program Improvement Status (PI Year)	Year 1

School Facilities

Summary of Most Recent Site Inspection

NSAA was evaluated and inspected by the San Bernardino Count Superintendent of Schools (SBCSS) twice in the 2010-2011 school year—on September 7, 2010 and on April 14, 2011. 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

Fulfilling Charter - implementing the provisions of the Charter as approved by the County

Repairs Needed

No repairs were noted.

Corrective Actions Taken or Planned

SBCSS has requested that a letter of assurance is submitted, in June 2011, stating that updated financial internal policies are created and will be submitted to the NSAA Board for approval. This action was completed

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[1] 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.
[2] The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

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	$
District	$
State	$

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

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School Accountability Report Card
Reported Using Data from the 2010–11 School Year
Published During 2011–12

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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 2011–12)

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

School Description and Mission Statement (School Year 2010–11)

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.

Opportunities for Parental Involvement (School Year 2010–11)

Parents at NSAA are a key, integral part of our school success and positive learning environment. As a laboratory school, NSAA believes that learning occurs best when a combination of active partnerships take place. Parents are a key component in each of these partnerships. In working with the parents in San Bernardino County and in the vicinity of the former Norton AFB in San Bernardino, the NSAA has established a warm and nurturing environment, safe and inviting for both students and parents. Helping parents gain a working knowledge of their role in promoting and supporting the education of their children is central to helping students succeed.

There are many opportunities for parents to be involved: PTO and a variety of subcommittees, ELAC, SSC, classroom volunteers, and school events. Parents are requested to provide at least 30 hours of volunteer time.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	*140*	**Grade 8**	*N/A*
Grade 1	*137*	**Ungraded Elementary**	
Grade 2	*96*	**Grade 9**	
Grade 3	*32*	**Grade 10**	
Grade 4	*48*	**Grade 11**	
Grade 5		**Grade 12**	
Grade 6		**Ungraded Secondary**	
Grade 7		**Total Enrollment**	

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	18%
American Indian or Alaska Native	
Asian	3%
Filipino	
Hispanic or Latino	67%
Native Hawaiian or Pacific Islander	10%
White	
Two or More Races	2%
Socioeconomically Disadvantaged	67%
English Learners	26%
Students with Disabilities	

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		6		24		6		24		6	
1	24		4		24		5		24		6	
2	24		2		24		1.5		24		4	
3					24		2.5		26		1	
4									26		2	
5												
6												
Other												

* 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)—N/A for NSAA

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English		*Data provided by the CDE*				*Data provided by the LEA*				*Data provided by the CDE*		
Mathematics												
Science												
Social Science												

* 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 2010–11)

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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	?	?	15			
Expulsions			1			

* 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 2011–12)

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 20 portable classrooms. Improvements made in 2010-11 include addition of 3 portable classrooms, a new principal and administrative assistant office space, and a health office. A school garden and on-going improvements to the facility are made regularly.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			

Structural: Structural Damage, Roofs		x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		x			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	11	15	19	
Without Full Credential	1			
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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 2010–11)

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/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	??	??
High-Poverty Schools in District		
Low-Poverty Schools in District		

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 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.2 Consultant	
Library Media Teacher (librarian)	.2 FTE	
Library Media Services Staff (paraprofessional)	1	
Psychologist	.5	
Social Worker	0	
Nurse	.3	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)		
Other		

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.

Do we count Claudia Ramos here as Speech and Language or do I include her in the full teacher count?

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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 instruction 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: _____*2011-12*_____

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

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

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			$5451	$59,167
Percent Difference – School Site and District			0%	19%
State			$5,512	$65,905
Percent Difference – School Site and State			2%	17%

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 2010–11)

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, netbook labs, etc). We also receive Title II and III funds and use those funds to support staff professional development and support for English Learners with additional resources and instructional support.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

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

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

➢ **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

➢ **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

➢ **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	47	22	31	jim	jim	jim			
Mathematics	54	35	41	jim	jim	jim			
Science									
History-Social Science									

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 (2010-11)

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	?	?		
All Students at the School	30	40		
Male				
Female				
Black or African American	30	33		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	24	36		
Native Hawaiian or Pacific Islander				
White	53	65		
Two or More Races				
Socioeconomically Disadvantaged	22	30		
English Learners	14	19		
Students with Disabilities	7	13		
Students Receiving Migrant Education Services				

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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts					*N/A for NSAA*				
Mathematics									

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						
All Students at the School						
Male						
Female			*N/A for NSAA*			
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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 2010–11)

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			
7		*N/A for NSAA*	
9			

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	2008	2009	2010
Statewide		*Data provided by the CDE*	
Similar Schools			

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	666	607	648 (+41)
Black or African American		555	596 (+44)
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Filipino	-	-	-
Hispanic or Latino		588	632 (+50)
Native Hawaiian or Pacific Islander	-	-	-
White		685	796 (+111)
Two or More Races	N/D	-	-
Socioeconomically Disadvantaged		561	597 (+36)
English Learners		464	562 (+98)
Students with Disabilities	Not Reported	Not Reported	401

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 – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	169	+41	?	?	?	?
Black or African American	33	+44				
American Indian or Alaska Native	1					
Asian	8					
Filipino	1					
Hispanic or Latino	103	+50				
Native Hawaiian or Pacific Islander	0					
White	17	+111				
Two or More Races	0					
Socioeconomically Disadvantaged	113	+36				
English Learners	52	+98				
Students with Disabilities	15	-				

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 2010–11)

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

Federal Intervention Program (School Year 2011–12)

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	Year 1	
First Year of Program Improvement	Yes	
Year in Program Improvement	1	
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	*N/A for NSAA*								
Graduation Rate									

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 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 2011		
	School	District	State
All Students	*N/A for NSAA*		N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino			N/D
Native Hawaiian or Pacific Islander			N/D
White			N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

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

Career Technical Education Programs (School Year 2010–11)

N/A for NSAA

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Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	*N/A for NSAA*
Percent of pupils completing a CTE program and earning a high school diploma	
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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	*N/A for NSAA*
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2010–11)

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

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.

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. This year, PD if being focused on differentiated learning, GLAD, Dual Immersion Programs, the Writing process, revised report cards, data analysis. Every Wednesday is a minimum day due to the banking of time throughout the school week and this time is allotted as follows:

1st Wednesday of the month—Staff meeting/Professional Development
2nd Wednesday—Grade level team meetings
3rd Wednesday—Professional development
4th—Grade level and individualized planning