

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

### *For Animo Leadership CHS*

**Address:** 1155 W. Arbor Vitae, Inglewood, CA 90301  
**Principal:** Julio Murcia

**Phone:** 310-216-3277  
**Grade Span:** 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

#### About This School

The school's goal is to prepare ethnically and economically diverse students for college, leadership, and life through innovative instruction, a rigorous curriculum, and the use of technology. We aim to achieve our mission by creating a student-centered environment that unifies the efforts of family, community, and school to foster life-long learning, cross-cultural competency, social responsibility, and academic excellence. Our school follows Green Dot's "Six Tenets":

1. Small, safe personalized schools
2. High expectations for all students
3. Local control with extensive professional development and accountability
4. Parent Participation
5. Get every dollar into the classroom; and
6. Keep schools open later for community use.

#### Student Enrollment

Group	Enrollment
Number of students	562
African American	0.53%
American Indian or Alaska Native	
Asian	
Filipino	0.18%
Hispanic or Latino	98.93%
Pacific Islander	
White (not Hispanic)	0.18%
Multiple or No Response	0.18%
Socioeconomically Disadvantaged	89.86%
English Learners	25.80%
Students with Disabilities	7.94%

#### Teachers

Indicator	Teachers
Teachers with full credential	20
Teachers without full credential	11
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

#### Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	33.41%
Mathematics	11.06%
Science	47%

#### Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	688
Statewide Rank (from 2008 Base API Report)	5

History-Social Science

14.52%

2009-10 Program Improvement  
Status (PI Year)

Not in PI

## School Facilities

### Summary of Most Recent Site Inspection

Green Dot Public Schools makes great effort to ensure that all of its school facilities are clean, safe, and functional within the available resources. Green Dot's school operations and real estate development departments work with each school site to: 1) regularly monitor and inspect that all facilities meet appropriate standards for cleanliness, safety and function; 2) supervise the maintenance, repair, or upgrade of facilities; and 3) plan and manage any and all corrective actions. See section IV for more information on the school's site inspection.

### Repairs Needed

See section IV for more information on repairs needed.

### Corrective Actions Taken or Planned

See section IV for more information on corrective actions taken or planned needed.

## Curriculum and Instructional Materials

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

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,521.36
District	\$5,400
State	\$4,645

## School Completion

Indicator	Result
Graduation Rate	92%

## 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	84.8%

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

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page 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 2009-10)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	Animo Leadership CHS	<b>District Name</b>	Lennox Elementary
<b>Street</b>	1155 W. Arbor Vitae	<b>Phone Number</b>	310-695-4000
<b>City, State, Zip</b>	Inglewood, CA 90301	<b>Web Site</b>	<a href="http://www.lennox.k12.ca.us/">www.lennox.k12.ca.us/</a>
<b>Phone Number</b>	310-216-3277	<b>Superintendent</b>	Dr. Bruce McDaniel
<b>Principal</b>	Julio Murica	<b>E-mail Address</b>	
<b>E-mail Address</b>	<a href="mailto:jmurcia@animo.org">jmurcia@animo.org</a>	<b>CDS Code</b>	19-64709-1996313

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

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

The Mission of Animo Leadership Charter High School is to provide a small college preparatory high school experience for students from the Lennox community. We are committed to serving underrepresented students and increasing the number of who pursue a college education. We will achieve this through a curriculum that emphasizes self-awareness, bi-literacy, and technology. We will support students by collaborating with families to secure safe and supportive atmosphere.

**Vision Statement**

Animo Leadership Charter High School will create agents of change who will positively impact our communities. Animo Leadership Charter High School graduates will be self-confident, self-disciplined, successful pro-active leaders who will excel in college and beyond.

Our school follows Green Dot's "Six Tenets":

1. Small, safe personalized schools
2. High expectations for all students
3. Local control with extensive professional development and accountability
4. Parent Participation
5. Get every dollar into the classroom; and

Keep schools open later for community use.

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

This section provides information about opportunities for parents to become involved with school activities.

Families are invited and expected to participate in their children's education experience at our school. Family involvement in a student's education is one of the most important ingredients to student success, and this school is committed to actively integrating parents and guardians into all aspects of their children's educational experiences. Education programs for parents are important because many of them are unfamiliar with what a college preparatory high school experience is like.

**Student Enrollment by Grade Level (School Year 2008-09)**

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	n/a	Grade 8	n/a
Grade 1	n/a	Ungraded Elementary	n/a
Grade 2	n/a	Grade 9	163
Grade 3	n/a	Grade 10	136
Grade 4	n/a	Grade 11	138
Grade 5	n/a	Grade 12	125
Grade 6	n/a	Ungraded Secondary	n/a
Grade 7	n/a	Total Enrollment	562

**Student Enrollment by Group (School Year 2008-09)**

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.53%	White (not Hispanic)	0.18%
American Indian or Alaska Native	n/a	Multiple or No Response	0.18%
Asian	n/a	Socioeconomically Disadvantaged	89.86%
Filipino	0.18%	English Learners	25.80%
Hispanic or Latino	98.93%	Students with Disabilities	6.23%
Pacific Islander	n/a	n/a	n/a

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

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

Subject	2006-07	2007-08	2008-09
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	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	23.2	14	13		22.8	14	14		23.04	31	69	2
<b>Mathematics</b>	21.1	12	12		23.8	7	21		22.61	23	38	0
<b>Science</b>	21.4	13	11		23.5	8	14		23.58	26	51	1
<b>Social Science</b>	23.8	8	14		23.8	8	8		25.28	15	44	2

### III. School Climate

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

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

The school has a comprehensive safety plan to ensure the health and safety of our students. This plan is available at the school site, and includes the following:

- Emergency Preparedness
- Fire Prevention Plan
- Hazard Communication Plan
- Pest Prevention Plan -
- Injury Illness Prevention Plan
- Blood-Borne Pathogens Plan
- Chemical Hygiene Plan

#### Suspensions and Expulsions

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

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>Suspensions</b>	N/A	N/A	29.72%	8.4%	7.6%	6.99%
<b>Expulsions</b>	N/A	N/A	0%	0.1%	0.1%	0.1%

### IV. School Facilities

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

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

Determination of repair status is based on the most recent inspection. Planned or recently completed facility improvements are detailed in the table below. Additional information about the condition of the school facilities may be obtained from the school.

#### School Facility Good Repair Status (School Year 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			n/a
<b>Interior:</b> Interior Surfaces	n/a	X			n/a
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	n/a	X			n/a

<b>Electrical:</b> Electrical	n/a	X			n/a
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	n/a	X			n/a
<b>Safety:</b> Fire Safety, Hazardous Materials	n/a	X			n/a
<b>Structural:</b> Structural Damage, Roofs	n/a	X			n/a
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	X			n/a
<b>Overall Rating</b>		X			n/a

## V. Teachers

### Teacher Credentials

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

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>	21	18	21	n/a
<b>Without Full Credential</b>	4	10	10	n/a
<b>Teaching Outside Subject Area of Competence</b>	1	9	6	n/a

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

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tg/>.

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>	78%	22%
<b>All Schools in District</b>		
<b>High-Poverty Schools in District</b>		
<b>Low-Poverty Schools in District</b>		

## VI. Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
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<b>Academic Counselor</b>	3	N/A
<b>Library Media Teacher (librarian)</b>	0	n/a
<b>Library Media Services Staff (paraprofessional)</b>	0	n/a
<b>Psychologist</b>	0	n/a
<b>Social Worker</b>	0	n/a
<b>Nurse</b>	0	n/a
<b>Speech/Language/Hearing Specialist</b>	0	n/a
<b>Resource Specialist (non-teaching)</b>	0	n/a
<b>Other</b>	0	n/a

## VII. Curriculum and Instructional Materials

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

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

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

## VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page 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/>.

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental / Restricted)</b>	<b>Expenditures Per Pupil (Basic / Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$9,809.97	n/a	\$4,521.36	\$60,491.00
<b>District</b>	\$6,639.00	\$2,502.00	\$4,587.00	\$72,944.00
<b>Percent Difference – School Site and District</b>	148%	n/a	99%	83%
<b>State</b>	n/a	n/a		

<b>Percent Difference – School Site and State</b>	n/a	n/a		
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### Types of Services Funded (Fiscal Year 2008-09)

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

N/A
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### Teacher and Administrative Salaries (Fiscal Year 2007-08)

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

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$47,364	
<b>Mid-Range Teacher Salary</b>	\$64,178	
<b>Highest Teacher Salary</b>	\$80,992	
<b>Average Principal Salary (Elementary)</b>	n/a	
<b>Average Principal Salary (Middle)</b>	n/a	
<b>Average Principal Salary (High)</b>	\$93,750	
<b>Superintendent Salary</b>	\$207,500	
<b>Percent of Budget for Teacher Salaries</b>	29%	
<b>Percent of Budget for Administrative Salaries</b>	15.7%	

## 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 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 CMA includes ELA for grades three through eight and science in grades five and eight 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>English-Language Arts</b>	27%	35%	33.41%	N/A	N/A	N/A	43%	46%	45%

<b>Mathematics</b>	10%	7%	11.06%	N/A	N/A	N/A	40%	43%	27%
<b>Science</b>	43%	51%	47%	N/A	N/A	N/A	38%	46%	38%
<b>History-Social Science</b>	24%	17%	14.52%	N/A	N/A	N/A	33%	36%	48%

### 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
<b>African American</b>	60.0%	0%	0%	0%
<b>American Indian or Alaska Native</b>	n/a	n/a	n/a	n/a
<b>Asian</b>	n/a	n/a	n/a	n/a
<b>Filipino</b>	n/a	n/a	n/a	n/a
<b>Hispanic or Latino</b>	32.46%	10.5%	17.42%	14.08%
<b>Pacific Islander</b>	0%	n/a	n/a	n/a
<b>White (not Hispanic)</b>	n/a	n/a	n/a	n/a
<b>Male</b>	29.0%	9%	17%	16.50%
<b>Female</b>	36.44%	11.56%	17.78%	12%
<b>Economically Disadvantaged</b>	31.61%	11.21%	16.38%	13.51%
<b>English Learners</b>	9.65%	6.14%	11.40%	4.39%
<b>Students with Disabilities</b>	0%	0%	0%	0%

### 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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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.*

### California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>English-Language Arts</b>	35.1%	47.44%	41.48%	N/A	N/A	N/A	48.6%	52.9%	61%
<b>Mathematics</b>	33.53%	34.97%	39.55%	N/A	N/A	N/A	49.9%	51.3%	61%

### California High School Exit Examination Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students</b>	58.52%	28.15%	13.33%	60.45%	33.52%	5.97%
<b>African American</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>American Indian or Alaska Native</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Asian</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Filipino</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Hispanic or Latino</b>	58.33%	28.03%	13.64%	61.07%	33.59%	5.34%
<b>Pacific Islander</b>	n/a	n/a	n/a	n/a	n/a	n/a

<b>White (not Hispanic)</b>	0%	100%	0%	0%	0%	100%
<b>Male</b>	61.54%	29.23%	9.23%	57.81%	32.81%	9.38%
<b>Female</b>	54.41%	27.94%	17.65%	63.24%	33.82%	2.94%
<b>Economically Disadvantaged</b>	61.16%	27.27%	11.57%	61.16%	33.06%	5.79%
<b>English Learners</b>	87.5%	9.38%	3.13%	72.73%	27.27%	0%
<b>Students with Disabilities</b>	100%	0%	0%	85.71%	14.29%	0%

### California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	17.1%	24.7%	29.4%

## 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.

API Rank	2006	2007	2008
Statewide	3	6	5
Similar Schools	7	10	10

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	61	3	-27	688
African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a

<b>Hispanic or Latino</b>	8	4	5	688
<b>Pacific Islander</b>	n/a	n/a	n/a	n/a
<b>White (not Hispanic)</b>	n/a	n/a	n/a	n/a
<b>Socioeconomically Disadvantaged</b>	8	-2	5	684
<b>English Learners</b>	10	-7	6	670
<b>Students with Disabilities</b>	n/a	n/a	n/a	n/a

### 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 2008-09)

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

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

### Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>	n/a	2004-2005
<b>Year in Program Improvement</b>	n/a	Year 3
<b>Number of Schools Currently in Program Improvement</b>	n/a	5
<b>Percent of Schools Currently in Program Improvement</b>	n/a	71%

## 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 work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

## California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

## Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Dropout Rate (1-year)</b>	0.0%	3.2%	1.3%	N/A	N/A	N/A	3.1%	3.5%	4.9%
<b>Graduation Rate</b>	100.0%	96.3%	93.6%	N/A	N/A	N/A	85.0%	83.0%	80.2%

## Completion of High School Graduation Requirements

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

Group	Graduating Class of 2009		
	School	District	State
<b>All Students</b>	93.60%	N/A	80.2%
<b>African American</b>	0%		
<b>American Indian or Alaska Native</b>	n/a		
<b>Asian</b>	n/a		
<b>Filipino</b>	n/a		
<b>Hispanic or Latino</b>	93.55%		
<b>Pacific Islander</b>	n/a		
<b>White (not Hispanic)</b>	100%		
<b>Socioeconomically Disadvantaged</b>	94.07%		
<b>English Learners</b>	81.48%		
<b>Students with Disabilities</b>	60.00%		

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

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

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

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

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

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

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

## Advanced Placement Courses (School Year 2008-09)

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/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	n/a
English	1	5.59%
Fine and Performing Arts	0	n/a
Foreign Language	2	10.66%
Mathematics	1	5.22%
Science	1	5.3%
Social Science	3	16.79%
All courses	8	6.41%

## 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.

The school has developed a comprehensive and rigorous professional development program that is led by the principal and lead teachers. The principal is the instructional leader of the school and guides professional development: Below are the key components of the program:

- Peer Observation: Periodic observations of a colleague to observe and debrief on best practices in the classroom.
- Ten full days of professional development for school staff to plan for the year, reflect on best practices and analyze data.
- Summer or Mid-year retreat: A half day to two – day retreat for school staff to evaluate progress, reflect, and adjust the school's plan for the final semester.
- Weekly staff development: A late start is provided each week so that 60 – 90 minutes of professional development can be built into the school day.
- Network-wide staff development: Content area teachers meet to share best practices.
- New teacher orientation: two day intensive professional development session for all new teachers held before the start of the school year.
- New teacher support: Monthly observations and support provided by mentor teachers to new teachers at the school site

A comprehensive professional development program is in place for Green Dot administrators which includes the following:

- Coaching: Cluster Directors provide individualized coaching sessions for each school site administrator twice a month. These coaching sessions are focused on the supervision of instruction.
- Key Results: Cluster Directors facilitate a Key Results session at one of their schools each month. During

these sessions, the principals within the cluster go to another school in the cluster for 3 hours. During this time, the host principal provides a focus question for the session centered on instruction. Principals walk through classrooms with this focus question in mind and provide the host principal with feedback about this focus question. These sessions help principals share ideas with regards to the supervision of instruction and all principals to generate next steps to be taken at their school sites as a result of what they see at the host school.

95/5: There is a full-day professional development session for principals and assistant principals once a month. These sessions are focused on the themes the cluster directors are most relevant based on their coaching sessions.