



2008-2009 School Accountability Report Card Published in School Year 2009-2010

Somis Academy Mission Statement

The purpose of Somis Academy Charter School is to honor the individual learner through offering a personalized educational plan for each student as he/she works through the contents of the state's educational standards. Upon completion of the Somis Academy program, a student will be prepared to begin life as an educated person in the 21st century. Each student will have met the state requirements for graduation, developed a leadership project and prepared him/herself with strong character development.

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Chartered through:
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K-12 Personalized Learning School
Mentoring Tomorrow's Leaders Today through
Honoring the Individual Learner

From The Director:

I welcome the reader to review our purpose and study our profile. Our school was founded in 2003 as an opportunity for all students to be engaged in education. While focusing on state academic standards, students may also pursue a variety of interests outside the four walls of the school.

Somis Academy honors its individual students for the gains each one makes in their academic and community pursuits.

In our unique environment, aggregate scores shown here represent a broad spectrum of students who come, sometimes for a year, and sometimes for an entire academic experience.

Each student comes to develop within themselves the four characteristics found in our school's mission:

- Self Responsibility
- Academic Achievement
- Community Citizenship
- Skills for life

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.



2008-2009 School Accountability Report Card Published in School Year 2009-2010

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

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I. Data and Access

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. In addition, for students who wish to work at school, There are 15 computers available for student use.

Opportunities for Parental Involvement (School Year 2008-09)

At Somis Academy Charter School, parental involvement is higher than at most schools. Parents are considered to be assistant teachers, and as such are required to review the student's daily work. It is the parent's duty to arrange weekly meetings with the supervising teacher, to certify that the student has completed the assigned work correctly, and to arrange meetings with the appropriate teacher if there are any problems with understanding or completing an assignment. Parents are also strongly encouraged to participate in SACS' **Charter Advisory Panel**, the **WASC Committee**, **Parent Faculty Organization**, **Outreach Committee** and **student clubs**.



2008-2009 School Accountability Report Card Published in School Year 2009-2010

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.

Student Enrollment

Group	Percent
African American	1.70 %
American Indian or Alaska Native	1.14 %
Asian	1.14 %
Filipino	0.57 %
Hispanic or Latino	13.64 %
Pacific Islander	%
White (not Hispanic)	67.61 %
Multiple or No Response	14.20 %
Socioeconomically Disadvantaged	24.00 %
English Learners	1.00 %
Students with Disabilities	9.00 %

Teachers

Subject	Students Proficient and Above on California Standards Tests
High School: English-Language Arts	57%
High School: Mathematics	19%
High School: Science	28%
High School: History-Social Science	26%
Elementary: English Language Arts	38%
Elementary: Mathematics	26%
Elementary: Science	20%
Elementary: History	10%



2008-2009 School Accountability Report Card Published in School Year 2009-2010

Student Performance

Subject	Students Proficient and Above on California Standards Tests
High School: English-Language Arts	57%
High School: Mathematics	19%
High School: Science	28%
High School: History-Social Science	26%
Elementary: English Language Arts	38%
Elementary: Mathematics	26%
Elementary: Science	20%
Elementary: History	10%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	701 *
Statewide Rank (from 2008 Base API Report)	4
2009-10 Program Improvement Status (PI Year)	SCHOOL NOT IN PI

School Facilities

In the most recent facilities inspection, there were minor concerns noted, and all were fixed.

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%



2008-2009 School Accountability Report Card

Published in School Year 2009-2010

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,967
District	\$6,874
State	\$5,512

Somis Academy, being a personalized learning charter school is required to spend 80% of tax revenues in student related costs. Therefore, the costs are higher than other public schools in the state.

School Completion

Indicator	Result
Graduation Rate	80.5 %

This percentage includes students who were homeschooled before attending the academy and returned to homeschooling after leaving the academy.

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0
Graduates Who Completed All Courses Required for University of California or California State University Admission	2

Somis Academy requires all high school students to take an introductory career class and an introduction to business technology class.

2008-2009 was the first year personalized learning schools could submit courses to UC for acceptance.

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

Somis Academy has an open enrollment process. These numbers below represent a snap shot of enrollment in October 2008 and May 2009

Grade Level	Student Count 10/15/2008	Student Count 5/15/2009
Kindergarten	0	1
Grade 1	1	2
Grade 2	2	4
Grade 3	1	2
Grade 4	3	5
Grade 5	5	5
Grade 6	9	10
Grade 7	5	7
Grade 8	8	10
Ungraded Elementary	0	0
Grade 9	23	31
Grade 10	33	35
Grade 11	48	57
Grade 12	38	32
Ungraded Secondary	0	0
Total Enrollment	176	202



2008-2009 School Accountability Report Card Published in School Year 2009-2010

Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment
African American	1.70 %
American Indian or Alaska Native	1.14 %
Asian	1.14 %
Filipino	0.57 %
Hispanic or Latino	13.64 %
Pacific Islander	0.0%
White (not Hispanic)	67.61 %
Multiple or No Response	14.20 %
Socioeconomically Disadvantaged	24.00 %
English Learners	1.00 %
Students with Disabilities	9.00 %

Average Class Size and Class Size Distribution (Secondary)

In non-classroom based charter schools, California has legislated that teacher student ratio be the same as the largest school district being served by the school or 25 students to 1 teacher. The largest school district served by Somis Academy is Los Angeles Unified School District, who claims a student teacher ratio of under 20 to 1.

Somis Academy had a student teacher ratio of 19.8 to 1 during the 2008-2009 school year.

III. School Climate

School Safety Plan (School Year 2008-09)

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

At SACS, students do much of their learning at home. However, the facility is inspected for safety, and drills are performed with the students on an ongoing basis. Safety drills are conducted in accordance with the district board requirements. All findings of the safety inspection are reviewed by the Director and communicated immediately to the staff. Emergency exits and maps of the facility are located throughout the building.



2008-2009 School Accountability Report Card Published in School Year 2009-2010

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. Somis Academy has had no suspensions or expulsions.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0	0	0	2.2	5.7	3.5
Expulsions	0	0	0	0.0	0.0	0.0

IV. School Facilities

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

This section provides information about the condition of the school’s grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Somis Academy resides in an upscale business park located in the heart of beautiful Camarillo California. Since the school is a personalized learning school and students study off campus, the facilities are maintained for social activities, and meetings with teachers. The grounds, building and restrooms are well maintained. There is a plan to take additional space when growth indicates a need.

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

School Facility located at 950 Flynn Road is a leased property for the use of the school. It is in good repair. Maintenance of the facility is under the direction of the director. Whenever possible, repairs are completed by district staff members, otherwise specialists are called in to make necessary repairs.



2008-2009 School Accountability Report Card Published in School Year 2009-2010

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	15	20	19	36
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Somis Academy	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	0	0



2008-2009 School Accountability Report Card

Published in School Year 2009-2010

VI. Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	176
Library Media Support	.5	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	.5	N/A
Transitional Counselor	.05	

Academic Counselor at Somis Academy serves students in grades 6-12. In grade 6, the counseling advises students of electives being offered and preliminary preparation for the high school exit exam. In grades 7-8 the counselor advises students of courses and electives being offered as well as preparation for high school. High school counseling provides students with post high school opportunities. In addition, the counselor tracks graduation requirements and advises students of career choices. This counselor also manages 504 cases and oversees the Student Success Team meetings.

Library Media Support at Somis Academy maintains library and textbook distribution. In addition, the Library Support function, assists curriculum development, and guides teachers in the instructional materials acquisition process.

Psychologist Somis Academy has a licensed marriage and family therapist who holds a PPS credential. This person serves as our psychological tester, and is on call for crisis intervention at the school.

Speech/Language/Hearing Specialist Somis Academy has on call a specialist who will come in for consultation and ongoing work when necessary.

Resource Specialists Somis Academy hires a Resource Specialist who coordinates our Special Education Department, oversees Special Education records, determines the level of intervention, and brings in specialists who carry out the case load.

Transitional Counselor assists students with special needs in transitioning from High School to a variety of post high school options.



2008-2009 School Accountability Report Card

Published in School Year 2009-2010

VII. Curriculum and Instructional Materials

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

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

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



2008-2009 School Accountability Report Card

Published in School Year 2009-2010

VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,488	\$654	\$6,833	\$55,136
District	\$7,488	\$654	\$6,833	\$55,136
Percent Difference School Site and District	0 %	0 %	0 %	0%
State	N/A	N/A	\$5,512	\$56,284
Percent Difference School Site and State	N/A	N/A	124%	0.00%

Types of Services Funded (Fiscal Year 2008-09)

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

Programs sponsored through categorical funding at Somis Academy include: Special education, middle school counseling, and Visual and Performing Arts. The **special education department** includes identification, resource teachers, psychologist, career development and transitional counseling. **Middle school counseling program** delivers to 7th and 8th graders programs to prepare them for transition to high school. The **VAPA program** offers high schoolers a graduation track complete with a diploma seal in the visual and performing arts should the students select electives and core subjects that fulfill the requirements for that program.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	Somis Academy	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,821	\$38,481
Mid-Range Teacher Salary	\$56,130	\$55,789
Highest Teacher Salary	\$75,315	\$70,849
Average Principal Salary (Elementary)	-	\$88,862
Average Principal Salary (Middle)	-	\$94,015
Somis Academy Director	96,026	\$97,594
Superintendent Salary	-	\$110,994
Percent of Budget for Teacher Salaries	49.6%	37.20 %
Percent of Budget for Administrative Salaries	14%	6.60 %



2008-2009 School Accountability Report Card Published in School Year 2009-2010

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public](#) guide. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Student Three-Year Comparison

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	42	45	38	44	42	41	43	46	50
Mathematics	13	16	18	32	27	33	40	43	46
Science	35	19	30	39	33	38	38	46	50
History-Social Science	25	26	30	29	30	30	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	26	12	*	29
Pacific Islander				
White (not Hispanic)	41	18	31	32
Male	38	22	36	34
Female	38	12	23	27
Economically Disadvantaged	23	10	*	14
English Learners	*	*		
Students with Disabilities	0	0	*	*
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.



2008-2009 School Accountability Report Card Published in School Year 2009-2010

IX. Student Performance (continued)

California High School Exit Examination Results

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. 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
English-Language Arts	56.2	54.8	60.0	*	*	*	48.6	52.9	52.0
Mathematics	41.9	41.9	46.7	*	*	*	49.9	51.3	53.3

Note: Scores are not shown when the number of students tested is 10 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 by Performance Level for Student Groups' Most Recent Year

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



2008-2009 School Accountability Report Card

Published in School Year 2009-2010

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

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	-	20%	40%
7	-	-	71%
9	21%	17%	38%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks' Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	8 *	3 *	4
Similar Schools	N/A	N/A	2



2008-2009 School Accountability Report Card

Published in School Year 2009-2010

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	-98	22	23	701 *
African American	N/A	N/A	N/A	
American Indian or Alaska Native	N/A	N/A	N/A	
Asian	N/A	N/A	N/A	
Filipino	N/A	N/A	N/A	
Hispanic or Latino	N/A	N/A	N/A	
Pacific Islander	N/A	N/A	N/A	
White (not Hispanic)	N/A	-16	N/A	
Socioeconomically Dis-advantaged	N/A	N/A	N/A	
English Learners	N/A	N/A	N/A	
Students with Disabilities	N/A	N/A	N/A	

"N/A" means a number is not applicable or not available due to missing data.

*** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.



2008-2009 School Accountability Report Card Published in School Year 2009-2010

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

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

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	N/A	
Year in Program Improvement	N/A	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	



2008-2009 School Accountability Report Card

Published in School Year 2009-2010

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

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

Dropout Rate and Graduation Rate

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

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)		9.2	2.4		9.2	2.4	3.5	4.4	3.9
Graduation Rate	100.0	88.5	80.5			N/A	83.4	80.6	80.2

Completion of High School Graduation Requirements

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

Group	Graduating Class of 2009		
	School	District	State
All Students	25	0	N/A
African American	1	0	N/A
American Indian or Alaska Native	0	0	N/A
Asian	0	0	N/A
Filipino	0	0	N/A
Hispanic or Latino	5	0	N/A
Pacific Islander	0	0	N/A
White (not Hispanic)	19	0	N/A
Socioeconomically Disadvantaged	6	0	N/A
English Learners	0	0	N/A
Students with Disabilities	3	0	N/A

Career Technical Education Programs (School Year 2008-09)

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



2008-2009 School Accountability Report Card Published in School Year 2009-2010

Career Technical Education Participation (School Year 2008-09)

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	0
Percent of the school's pupils completing a CTE program and earning a high school diploma	0
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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.

It is important to note that until the spring of 2007, UC system did not acknowledge UC a-g courses for non-classroom based schools, and therefore the Academy was prohibited in submitting courses to the UC system for approval. Therefore the graduates who completed all courses required for the UC/CSU Admissions were limited in 2007-2008 to students who took those courses at the local community college.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	67.8
Graduates Who Completed All Courses Required for UC/CSU Admission	3.0



2008-2009 School Accountability Report Card Published in School Year 2009-2010

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.

In 2008-2009 three professional development days were held. The focus for the year was curriculum development. Each department met and were offered training in their core area of training. In addition, all staff were expected to attend training in non-classroom based education.

Teachers have been gearing up to meet the new California Teaching Standards, preparing to meet the rigorous standards.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight



2008-2009 School Accountability Report Card

Published in School Year 2009-2010

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92