

School Accountability Report Card



Reported for School Year **2008-09**

Published During **2009-10**

Executive Summary School Accountability Report Card, 2008-09

Monterey Bay Charter School

1004 David Ave., Pacific Grove, CA 93950-5443

831.655.4638

Principal: **Cassandra Gallup Bridge**

Grade Span: **K-8**

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

About This School

Monterey Bay Charter School is co-located on two sites. Two kindergarten classes are leasing classrooms on the Fitch Middle School campus from the Monterey Peninsula Unified School District under Proposition 39. Grades one through eight are leasing facilities from the Pacific Grove Unified School District. The facilities were built in the 1950s on property donated to PGUSD from the Pebble Beach Company. We share the site with the PGUSD Community High School and Calvary Chapel High School. We have no affiliation with either school.

Monterey Bay Charter School received accreditation from the Western Association of Schools and Colleges until June of 2010.

School Description 2008-2009

The 2008-09 school year is behind us and we have much to celebrate. In our third year with the Monterey County Office of Education as our charter authorizer, we continued a collaborative process that has broadened and deepened the work at MBCS. Working closely with MCOE, our faculty has successfully integrated the creative, art-based approach of Waldorf pedagogy with the California State Standards. Our classes are all fully enrolled, and many classes have waiting lists. Our API score continues to reflect our commitment to academic excellence.

We welcome visitors to come to our school and see how Waldorf methods, integrated with traditional academics, can produce such phenomenal results. The school meets the needs of a variety of children's learning styles by integrating academics and the creative arts to effectively educate the "whole child." We are committed to a hands-on, hearts and minds approach in a small public school setting in which artistic and creative expression support and enhance traditional academics. Our approach includes specialty classes in Spanish, music, technology, outdoor education, archery, woodworking and more. In 2008-09 our string instrument music program included 4th, 5th and 6th grades. Our Middle School music program contracted with community-based musicians to teach song writing, percussion, and choral singing. We believe that creativity and exploration are an essential part of the American educational experience, and that today's students will need those skills to face the challenges of the 21st century.

Our school community is committed to serving students of all cultures and backgrounds and to prepare students to work cooperatively with others in our diverse society. In 2008-09 our Diversity Task Force developed a Strategic

Diversity Plan. The Plan was approved by the Board of Directors and embodies the school's commitment to ensuring that all aspects of the school's work reflect the demographics of the communities we serve. Our multicultural curriculum includes modules in ancient and modern civilizations, mythology, history and geography, all geared toward an appreciation of the contributions of all people to our modern world.

While many school districts struggled during 2008-09 with the necessity of cutting programming in order to pay the bills during the California budget crisis, MBCS found itself able to maintain and expand existing programming due to careful management of our resources. In 2008-09, we established an administrative committee whose purpose was to seek additional sources of income to subsidize the school's non-traditional programs.

As we are a public charter school open to all, our enrollment is healthy and continues to grow as we reach out to the community. Through the process of securing our charter through MCOE, we have captured a groundswell of support and commitment for our alternative to traditional public schools. We are grateful for the support we have received over the last three years from our charter provider, the Monterey County Office of Education. We extend our heartfelt thanks to the staff and Board of Trustees of the MCOE, our own faculty and staff, our Diversity Task Force, our Board of Directors and the many families that have made our dream of a school into reality.

Mission Statement

MBCS is a partnership of diverse and committed families and faculty providing a Waldorf-inspired K-8 public education, which empowers children to discover their gifts, enjoy a full, and enduring childhood, and to pursue lifelong learning.

Vision

The vision of Monterey Bay Charter School is to be a place that strategically, effectively and, in partnership with the community, provides a fully integrated, Waldorf-inspired, public charter school education that reflects our core values and the diversity of the community of families of Monterey County.

Student Enrollment

Group	Percent
African American	1.39 %
American Indian or Alaska Native	0 %
Asian	0.93 %
Filipino	0.46 %
Hispanic or Latino	3.24 %
Pacific Islander	0 %
White (not Hispanic)	71.30 %
Multiple or No Response	22.69 %
Socioeconomically Disadvantaged	15.00 %
English Learners	0 %
Students with Disabilities	13.00 %
Total Number of Students	216

Teachers

Indicator	Teachers
Teachers with full credential	7
Teachers without full credential	5
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	62%
Mathematics	44%
Science	65%
History-Social Science	61%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	792
Statewide Rank (from 2008 Base API Report)	7
2009-10 Program Improvement Status (PI Year)	0

School Facilities

Summary of Most Recent Site Inspection

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary Pacific Grove Campus		Yes		
Overall Summary Seaside Campus		Yes		

Repairs Needed and Corrective Actions Taken or Planned

Water fountains are not used on campus. Filtered water is provided for all students and staff.
Boys urinals were difficult to flush causing an odiferous environment. PGUSD repaired it during the 2008-09 school year, and plumbing is operational.
BB gun holes need repair. PGUSD notified September, 2008.

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%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
LEA	\$6,733.31
State	\$5,512

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. 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 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 schools contact information.

School		District	
School Name	Monterey Bay Charter	District Name	Monterey County Office of Education
Street	1004 David Ave.	Phone Number	831-755-0300
City, State, Zip	Pacific Grove , CA 93950-5443	Web Site	www.monterey.k12.ca.us
Phone Number	831-655-4638	Superintendent	Nancy Kotowski
Principal (Director)	Cassandra Gallup Bridge	E-mail Address	kotowski@monterey.k12.ca.us
E-mail Address	office@mbcharterschool.org	CDS Code	27- 10272- 0112177

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

Mission Statement

MBCS is a partnership of diverse and committed families and faculty providing a Waldorf-inspired K-8 public education, which empowers children to discover their gifts, enjoy a full, and enduring childhood, and to pursue lifelong learning.

Vision

The vision of Monterey Bay Charter School is to be a place that strategically, effectively and, in partnership with the community, provides a fully integrated, Waldorf-inspired, public charter school education that reflects our core values and the diversity of the community of families of Monterey County.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Monterey Bay Charter School offers a variety of opportunities for parent involvement through volunteerism. Parents are members of the Board of Directors, Parent Council, several Board and Administrative including the Fundraising committee, school site committee, and the Diversity Task Force. They are invited to volunteer as field trip chaperones, to work in classrooms with teachers or help with the annual events such as Joyous Elves, May Faire, the Plant-a-thon (a "green" fundraiser), or office support. Any parent who has a concern may make an appointment to see the Director at any time.

Contact Person	Contact Phone Number
Cassandra Gallup Bridge, Director	(831) 655-4638

Through the leadership of the Parent Group parents provided ongoing support for the success of the Monterey Bay Charter School. The Parent Group met weekly throughout the year playing an important role in coordinating parent volunteers for school activities and fundraising. The Parent Group will become the Parent Council in 2009-10.

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
Kindergarten	40
Grade 1	20
Grade 2	21
Grade 3	20
Grade 4	25
Grade 5	25
Grade 6	22
Grade 7	24
Grade 8	19
Total Enrollment	216

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	1.39 %
American Indian or Alaska Native	0 %
Asian	0.93 %
Filipino	0.46 %
Hispanic or Latino	3.24 %
Pacific Islander	0 %
White (not Hispanic)	71.30 %
Multiple or No Response	22.69 %
Socioeconomically Disadvantaged	15.00 %
English Learners	0 %
Students with Disabilities	13.00 %

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2			19	2			20	2		
1	2	1			20	1			20	1		
2	19	1			21	1			20	1		
3	20	1			20	1			20	1		
4	21	1			21	1			24	1		
5	17	1			17	1			23	1		
6	17	1			24	1			23	1		
7	21	1			24	1			23	1		
8	9	1			19	1			19	1		
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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

Monterey Bay Charter School's comprehensive safety plan is updated, approved by the school's Board of Directors and reviewed with school staff on an annual basis. These plans are compliant with federal standards and cover emergency, disaster, and incident procedures for the range of contingencies for which today's schools must prepare in order to assure the safety of students and staff. All school classrooms and workspaces have flipcharts with easy-to-read instructions for each of these contingencies. Our plans have been integrated with police, fire and health services procedures to assure a coordinated response at all times. With the help of police and emergency services departments, we run yearly drills with students and staff to practice preparedness, interagency communication, and rapid response. School safety plan updates are approved by the Board in June of each year and are reviewed

annually.

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
Suspensions				0.1	10.5	11.3
Expulsions				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.

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

Monterey Bay Charter School, grades one through eight, is located in a building erected in the 1950s adjacent to the back gate of Pebble Beach and a forest. It is a four-acre site with a field, playground equipment and a baseball diamond available for physical education, recess, and trail walks.

The site consists of eight classrooms; a multi-purpose room used for reading and math remediation, faculty computer lab, a stage, and space for small group work; office space, and a small conference room. The front is landscaped with grass, a variety of shrubs and trees, and a garden for the third grade curriculum.

Due to a lack of space on the Pacific Grove site, kindergarten is located on the Fitch Middle School campus in Seaside. There is a fenced play area equipped with a playhouse, hay bales, and play equipment. This campus is safe, clean and well-lit. There is a football field and forested areas available for events or trail walks.

A local area network provides high-speed (20 Mbs) cable internet access to all the classrooms at the Pacific Grove site. All areas of both the Pacific Grove campus and the Seaside campus are regularly evaluated for trip-fall, environmental and other safety hazards. The Pacific Grove campus restrooms and office are cleaned and maintained by a night janitor whose work is regularly evaluated by the school Director. The Kindergarten Aides and Faculty maintain the Fitch campus classrooms. MBCS staff members clean the restrooms daily.

Repairs and beautification to the Pacific Grove and Seaside sites include:

- Painting main classroom doors,
- Power-washing the exterior of the building and the walkways
- Fixing leaky sinks and plugged drains in classrooms
- Repairing electrical wiring in the main office
- Repairing emergency exit signs
- Fulfilling Fire Marshall's audit requests
- Repairing and upgrading rusty, unsafe playground equipment
- Planting grass and trees in front of the school

- Planting trees, flowers, and installing planter boxes in the Kindergarten playground
- Installing bird feeders
- Installing planter boxes in front of each classroom
- Painting hopscotch lines
- Raking and cleaning sand boxes
- Installing basketball nets
- Installing two large picnic tables for student to eat outside
- Installing mulch outside classroom to keep dirt/dust down

School Facility Good Repair Status (School Year 2008-09)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	Yes			
Interior: Interior Surfaces	N/A	Yes			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	Yes			
Electrical: Electrical	N/A	Yes			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	yes			Water fountains are not used on campus. Filtered water is provided for all students and staff. Boys urinals were difficult to flush causing an odiferous environment. PGUSD repaired it and plumbing is operational.
Safety: Fire Safety, Hazardous Materials	N/A	Yes			
Structural: Structural Damage, Roofs	N/A	Yes			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A		yes		BB gun holes need repair. PGUSD notified September, 2008.
Overall Rating	Good				N/A

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

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

Roofs	N/A	Yes			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	N/A		Yes		Play area requires expansion. Request submitted to MPUSD in September 2008. MPUSD intends to expand the play area for the 2009-10 school year.
Overall Rating	Good			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.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	6	7	7	152
Without Full Credential	4	4	5	25
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
This School	100.0	0.0
All Schools in District	81.9	18.1
High-Poverty Schools in District	69.2	30.8
Low-Poverty Schools in District	94.3	5.7

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	0	
Library Media Teacher (Librarian)	0	N/A
Psychologist	.1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non-teaching)	.6	N/A
Other (Reading/Math remediation)	1	

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	MBCS provides high quality textbooks, novels, readers, and instructional materials for all students.	0%
Mathematics	MBCS provides high quality textbooks and instructional materials for all students.	0%
Science	MBCS provides high quality textbooks, lab equipment, and instructional materials for all students.	0%
History-Social Science	MBCS provides high quality textbooks and instructional materials for all students.	0%
Foreign Language	MBCS provides high quality textbooks and instructional materials for all students.	0%
Health	MBCS provides high quality instructional materials for all students.	0%
Visual and Performing Arts	MBCS provides high quality instructional materials for all students.	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 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
LEA	\$8,569.64	\$1,836.33	\$6,733	\$47,105
State	N/A	N/A	\$5,512	\$66,995
Percent Difference – LEA and State	N/A	N/A	18%	42%

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.

The types of services funded include the range of student services necessary for a Waldorf-inspired curriculum such as teachers, remediation support staff, administrative personnel, aides, and other classified personnel, textbooks, instructional equipment, academic support and intervention programs, rent, utilities, insurance, and other enrichment programs.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

Category	District Amount	State Average For Districts In Same Category
Lowest Teacher Salary	\$40,685	\$42,615
Mid-Range Teacher Salary	\$47,843	\$66,420
Highest Teacher Salary	\$55,000	\$81,257
Director Salary (Elm. and Middle)	\$67,968	
Average Principal Salary (Middle)	n/a	
Average Principal Salary (High)	n/a	
Superintendent Salary	n/a	
Percent of Budget for Teacher Salaries	27.49%	%
Percent of Budget for Administrative Salaries	4.84 %	%

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 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
English-Language Arts	56	59	62	23	34	47	43	46	50
Mathematics	48	52	44	21	32	47	40	43	46
Science	43	58	65	14	19	38	38	46	50
History-Social Science	*	53	61	8	11	13	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	36	18	*	*
Pacific Islander				
White (not Hispanic)	64	47	71	73
Male	49	39	75	*
Female	72	47	58	*
Economically Disadvantaged	43	30	*	*
English Learners				
Students with Disabilities	47	22	*	*
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.

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	25.0	20.0	45.0
7	21.1	31.6	31.6
9	0.0	0.0	0.0

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	n/a	6	7
Similar Schools	n/a	2	3

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

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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	B	21	-8	792
African American				
American Indian or Alaska Native				

Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)		9	-5	805
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"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.

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	Yes	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	N/A	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

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	n/a	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	1
Percent of Schools Currently in Program Improvement	N/A	16.7

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 and collaboration days are made available to teachers throughout the year. Each teacher is provided one week of professional development training to prepare for the grade they will teach in the following year. Every Thursday is a minimum day to provide teachers with collaboration opportunities or to participate in professional development opportunities such as workshops, conferences, or seminars. Teachers are also provided a substitute for two in-service days at any time during the year.

Five teachers were working on their credentialing during the 2008-2009 school year, two teachers are participating in BTSA training. At the end of this year, we will have two teachers continuing their credentialing and three will commence their first year of BTSA training.

Professional Development is based on the needs of school's strategic plan, LEA Plan, and each person's specific job requirements. Because student learning and students' success is the central focus of both of these documents, instructional strategies become an important part of staff discussion and professional growth.