

Executive Summary School Accountability Report Card, 2011–12

For *Larchmont Charter School*

Address: 815 N. El Centro Ave., Los Angeles, CA 90038
Principal: Dolores Patton, Betsy Cavalier, Rick Esquivel

Phone: 323-836-0860
Grade Span: K - 9

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 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

Larchmont Charter School is a diverse, high performing K-12 school in Los Angeles. We are a parent-initiated neighborhood school that is creative, diverse, academically challenging and emotionally nurturing. Ours is a school that embraces and celebrates the diversity of languages and cultures in our urban environment while retaining the close-knit feel of a neighborhood school. A core part of our mission is to create a diverse school. We serve children from all walks of life and are one of the most diverse, mixed socioeconomic ("mixed SES") schools in Los Angeles, as studies show that all students benefit from economic diversity. Forty-six percent of our student body is non-white and children at Larchmont Charter speak more than twelve languages at home. Our goal is that 40 percent of our incoming kindergarten students qualify for free or reduced-priced lunch.

Student Enrollment

Group	Enrollment
Number of students	593
Black or African American	9%
American Indian or Alaska Native	0.005%
Asian	16%
Filipino	3.7%
Hispanic or Latino	20%
Native Hawaiian or Pacific Islander	0%
White	51%
Two or More Races	0%
Socioeconomically Disadvantaged	39%
English Learners	8.9%
Students with Disabilities	9.4%

Teachers

Indicator	Teachers
Teachers with full credential	35
Teachers without full credential	0
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 STAR ¹ Program Results
English-Language Arts	84.7%
Mathematics	78.5%
Science	100%
History-Social Science	93%

Academic Progress²

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	923
Statewide Rank (from 2011 Base API Report)	10
Met All 2012 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 15 of 17
2012–13 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

Narrative provided by the LEA

Repairs Needed

Narrative provided by the LEA

Corrective Actions Taken or Planned

Narrative provided by the LEA

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$10,000
District	\$
State	\$

¹ Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

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

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

California Department of Education
School Accountability Report Card
Reported Using Data from the 2011–12 School Year
Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

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

Internet Access

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

Throughout this document the letters DPL means Data provided by the LEA, and the letters DPC means Data provided by the CDE.

II. About This School

District Contact Information (School Year 2012–13)

Name	Larchmont Charter School
Phone Number	323-836-0860
Web Site	www.larchmontcharter.org
Superintendent	Eugene Straub
E-mail Address	Eugene.straub@larchmontcharter.org
CDS Code	19-64733-0108928

School Contact Information (School Year 2012–13)

Name	Larchmont Charter School
Street	815 N. El Centro Ave.
City, State, Zip	Los Angeles, CA 90038
Phone Number	323-836-0860
Principal	Dolores Patton
E-mail Address	Dolores.patton@larchmontcharter.org

School Description and Mission Statement (School Year 2011–12)

Narrative provided by the LEA

Larchmont Charter School is a diverse, high performing K-9 school in Los Angeles. We are a parent-initiated neighborhood school that is creative, diverse, academically challenging and emotionally nurturing. Ours is a school that embraces and celebrates the diversity of languages and cultures in our urban environment while retaining the close-knit feel of a neighborhood school. A core part of our mission is to create a diverse school. We serve children from all walks of life and are one of the most diverse, mixed socioeconomic ("mixed SES") schools in Los Angeles, as studies show that all students benefit from economic diversity. Forty-six percent of our student body is non-white and children at Larchmont Charter speak more than twelve languages at home. Our goal is that 40 percent of our incoming kindergarten students qualify for free or reduced-priced lunch.

Larchmont Charter School currently has approximately 598 students in grade K-9. Our elementary school (Grades K-5) is located on one campus, Hollygrove, and our secondary school is housed on a separate campus at the Immanuel Presbyterian Church. Next year (2013-2012 school year) we will grow to include a 8th grade. It is our hope that we can one day all be together on one campus.

The mission of Larchmont Charter School is to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education. We foster creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. With participation from our entire community, we strive to instill in each student a dedication to improving the world we inhabit. We have made measurable strides toward our mission over our past 6years.

- *Socio-economically, culturally, and racially diverse community of students* – 46% of our students are students of color; we have a higher percentage of African American and African American students than our community at large. In addition, 36.7% of our students qualify for Free and Reduced Price lunch. We have made a marked improvement in our ability to increase our socio-economic diversity in expanding to 7th grade and recruiting a more socio-economically diverse Kindergarten class. While we are proud of these results, we want to increase our diversity particularly along the lines of children who qualify for Free and Reduced Price lunch.
- *An exceptional public education* – With an API of 908 (the 43rd highest in LAUSD), one of the highest similar school rankings in our neighborhood, and one of the highest APIs for our socioeconomically disadvantaged subgroup, we believe we have provided our children with an exceptional, rich, and rigorous public education.
- *We foster creativity and academic excellence* – With our high student



achievement results, we know we have built a culture of academic excellence. We infuse the arts into our curriculum in meaningful ways. Every child has access to high quality arts and music instruction on a weekly basis. We continue our tradition of "morning sing" whereby the entire community gathers on Friday morning to

sing as a community. Our students have also written and performed their own fables and plays to exhibit values they have learned at our school.

Our students learn with and from each other in an experience-centered, inquiry

Opportunities for Parental Involvement (School Year 2011–12)

Narrative provided by the LEA

In 2005, a group of parents were trying to figure out how to start a charter school. The news came from LAUSD: we would need \$200,000 in the bank or they would not take our petition seriously. Much hand-wringing ensued, until a parent had an idea: what about a bake sale? Great idea, but how are we going to raise 200k with Rice Krispie Treats?? And then we realized that a political action group had held a bake sale the month before – and shocked the pundits by raising \$250,000 nationwide. The LCS Bake Sale was born, and scores of parents and their kids stayed up late making brownies, then stood in the sun hawking goodies, signing up potential parents and generally getting the word out.

Since that day, bake sales have raised over \$10,000 for the school. And even more importantly – from there, the ideas flowed, the Kopeikin Gallery night, the Fiesta, Behind the Hedge, the Green Team and LADAC – **in fact, almost every committee and event in LCS are ideas based on the vision of a few inspired and dedicated parents.**

Volunteerism and community engagement are core values to our school and are evidenced every day. Volunteering is also central to our success and it is essential to the experience we are providing our kids. Parents volunteer in the classroom, run the library, and raise the needed funds to support art, music, PE, and swimming – classes that allow teachers essential planning time to implement and individualized constructivist curriculum. Parents also organize and volunteer in countless other ways that make the school unique and exceptional.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students
Kindergarten	65
Grade 1	67
Grade 2	68
Grade 3	64
Grade 4	66
Grade 5	69
Grade 6	90
Grade 7	60
Grade 8	42
Ungraded Elementary	Data provided by the CDE
Grade 9	Data provided by the CDE
Grade 10	Data provided by the CDE
Grade 11	Data provided by the CDE
Grade 12	Data provided by the CDE
Ungraded Secondary	Data provided by the CDE
Total Enrollment	Data provided by the CDE

Student Enrollment by Student Group (School Year 2011–12)

Group	Percent of Total Enrollment
Black or African American	9%
American Indian or Alaska Native	0.005%
Asian	16%
Filipino	3.7%
Hispanic or Latino	20%
Native Hawaiian or Pacific Islander	
White	51%
Two or More Races	
Socioeconomically Disadvantaged	39%
English Learners	8.9%
Students with Disabilities	9.4%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		3		22		3		22		3	
1	22		3		22		3		22		3	
2	22		3		22		3		22		3	
3	22		3		22		3		22		3	
4	22		3		22		3		22		3	
5	22		3		22		3		22		3	
6	27		2		27		2		30		3	
Other	DPL	DPL	DPL	DPL	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	DPL	DPL	DPL	DPL	27		2		30		4	
Mathematics	DPL	DPL	DPL	DPL	27		2		30		4	
Science	DPL	DPL	DPL	DPL	27		2		30		4	
Social Science	DPL	DPL	DPL	DPL	27		2		30		4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011–12)

Narrative provided by the LEA

Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	0			DPL	DPL	DPL
Expulsions	0	0	1	DPL	DPL	DPL

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Narrative provided by the LEA

Using the most recent Facility Inspection Tool (FIT) data (or equivalent) provide the following:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

School Facility Good Repair Status (School Year 2012–13)

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

Note: Cells shaded in black do not require data.

Using the most recent FIT data (or equivalent) provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating (bottom row)

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	23	26	35	DPL
Without Full Credential	0	0	0	DPL
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	DPL

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

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

Note: Cells shaded in black do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: **Data provided by the LEA**

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

Note: You are not required to present SARC information in a tabular format. This template is only a guide. You can provide a narrative or other format. But be sure to include all the information requested below for this section:

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, & history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the SBE or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For K-8, include any supplemental curriculum adopted by local governing board

*If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and **note the year and month in which the data were collected.**

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	DPL	DPL	DPL	DPL
District			DPL	DPC
Percent Difference – School Site and District			DPL	DPL
State			DPC	DPC
Percent Difference – School Site and State			DPL	DPL

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org> (Outside Source).

Types of Services Funded (Fiscal Year 2011–12)

Narrative provided by the LEA

Provide specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	Data provided by the CDE	Data provided by the CDE
Mid-Range Teacher Salary	Data provided by the CDE	Data provided by the CDE
Highest Teacher Salary	Data provided by the CDE	Data provided by the CDE
Average Principal Salary (Elementary)	Data provided by the CDE	Data provided by the CDE
Average Principal Salary (Middle)	Data provided by the CDE	Data provided by the CDE
Average Principal Salary (High)	Data provided by the CDE	Data provided by the CDE
Superintendent Salary	Data provided by the CDE	Data provided by the CDE
Percent of Budget for Teacher Salaries	Data provided by the CDE	Data provided by the CDE
Percent of Budget for Administrative Salaries	Data provided by the CDE	Data provided by the CDE

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

IX. Student Performance

Standardized Testing and Reporting Program

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

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	DPC	DPC	84.7	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	78.5	DPC	DPC	DPC	DPC	DPC	DPC
Science	DPC	DPC	100	DPC	DPC	DPC	DPC	DPC	DPC
History-Social Science	DPC	DPC	93	DPC	DPC	DPC	DPC	DPC	DPC

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	84.7	84.7	100	93
All Students at the School	84.7	84.7	100	93
Male	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC
Black or African American	74.4	60.5	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC
Asian	90.3	95.1	DPC	DPC
Filipino	84.2	89.5	DPC	DPC
Hispanic or Latino	67.5	56.1	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC
White	91.1	84.1	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	79.1	66.9	DPC	DPC
English Learners	79	70.5	DPC	DPC
Students with Disabilities	63.5	55.8	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	DPC	DPC	DPC	DPC	DPC	DPC
All Students at the School	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2011–12)

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

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	20.9	26.9	28.4
7	30.5	25.4	25.4
9	DPC	DPC	DPC

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	DPC	9	10
Similar Schools	DPC	10	10

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC

Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	DPC	DPC
Met Participation Rate - English-Language Arts	DPC	DPC
Met Participation Rate - Mathematics	DPC	DPC
Met Percent Proficient - English-Language Arts	DPC	DPC
Met Percent Proficient - Mathematics	DPC	DPC
Met API Criteria	DPC	DPC
Met Graduation Rate	DPC	DPC

Federal Intervention Program (School Year 2012–13)

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

Indicator	School	District
Program Improvement Status	DPC	DPC
First Year of Program Improvement	DPC	DPC
Year in Program Improvement	DPC	DPC
Number of Schools Currently in Program Improvement		DPC
Percent of Schools Currently in Program Improvement		DPC

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside Source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		DPC	DPC		DPC	DPC		DPC	DPC
Graduation Rate		DPC	DPC		DPC	DPC		DPC	DPC

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Graduating Class of 2012

Group	School	District	State
All Students	DPL	DPL	
Black or African American	DPL	DPL	
American Indian or Alaska Native	DPL	DPL	
Asian	DPL	DPL	
Filipino	DPL	DPL	
Hispanic or Latino	DPL	DPL	
Native Hawaiian or Pacific Islander	DPL	DPL	
White	DPL	DPL	
Two or More Races	DPL	DPL	
Socioeconomically Disadvantaged	DPL	DPL	
English Learners	DPL	DPL	
Students with Disabilities	DPL	DPL	

Note: Cells shaded in black do not require data.

Career Technical Education Programs (School Year 2011–12)

Narrative provided by the LEA

Use this space to provide information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	Data provided by the LEA
Percent of pupils completing a CTE program and earning a high school diploma	Data provided by the LEA
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	Data provided by the LEA

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011–12 Students Enrolled in Courses Required for UC/CSU Admission	Data provided by the CDE
2010–11 Graduates Who Completed All Courses Required for UC/CSU Admission	Data provided by the CDE

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	Data provided by the CDE	
English	Data provided by the CDE	
Fine and Performing Arts	Data provided by the CDE	
Foreign Language	Data provided by the CDE	
Mathematics	Data provided by the CDE	
Science	Data provided by the CDE	
Social Science	Data provided by the CDE	
All courses	Data provided by the CDE	Data provided by the CDE

Note: Cells shaded in black do not require data.

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Narrative provided by the LEA

Use this space to share information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?