# Executive Summary School Accountability Report Card, 2007-08

# *For Lionel Wilson College Preparatory Academy*

**Address:** 400 105th Avenue, Oakland, CA 94603          **Phone:** 510.635.7737
**Principal:** Adrian Kirk                                   **Grade Span:** 6-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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

**Our Vision**
To enrich students' lives and reshape local public school systems

**Our Mission**

- To provide personalized learning experiences for California's diverse students
- To develop outstanding educators
- To catalyze change in public schools
- To share our successful practices with other forward-thinking educators

**Our Core Values**
- *Collective Responsibility:* Individual and group responsibility for and ownership of results, actions and decisions
- *Quality:* Commitment to excellence and the discipline to continually improve
- *Customer Service:* Responsiveness to the needs of external and internal customers
- *Purposefulness:* Deliberate action, focused on the organization's goals and priorities

## Student Enrollment

| Group | Enrollment |
|---|---|
| Number of students | 508 |
| African American | 14.0% |
| American Indian or Alaska Native | 0% |
| Asian | 0% |
| Filipino | 0.4% |
| Hispanic or Latino | 85.0% |
| Pacific Islander | 0.2% |
| White (not Hispanic) | 0% |
| Multiple or No Response | 0.4% |
| Socioeconomically Disadvantaged | 80.2% |
| English Learners | 26.6% |
| Students with Disabilities | 5.5% |

## Teachers

| Indicator | Teachers |
|---|---|
| Teachers with full credential | 17 |
| Teachers without full credential | 10 |
| Teachers Teaching Outside Subject Area of Competence | 0 |
| Misassignments of Teachers of English Learners | 0 |
| Total Teacher Misassignments | 0 |

# School Facilities

**Summary of Most Recent Site Inspection**

School site is satisfactory and meets all requirements

**Repairs Needed**

No repairs are currently needed.

**Corrective Actions Taken or Planned**

Not applicable.

# Curriculum and Instructional Materials

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

# School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|---|---|
| School Site | $10012 |
| District | $ |
| State | $ |

# Student Performance

| Subject | Students Proficient and Above on California Standards Tests |
|---|---|
| English-Language Arts | 37% |
| Mathematics | 36% |
| Science | 46% |
| History-Social Science | 26% |

# Academic Progress

| Indicator | Result |
|---|---|
| 2008 Growth API Score (from 2008 Growth API Report) | 735 |
| Statewide Rank (from 2007 Base API Report) | 8 |
| 2008-09 Program Improvement Status (PI Year) | Not in PI |

# School Completion

| Indicator | Result |
|---|---|
| Graduation Rate | 91.5% |

# Postsecondary Preparation

| Measures | Percent |
|---|---|
| Pupils Who Completed a Career Technical Education Program and | n/a |

| | |
|---|---|
| Earned a High School Diploma | |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | 100% |

<div style="border: 2px solid gold; text-align: center;">

# School Accountability Report Card
# Reported for School Year 2007-08
### *Published During 2008-09*

</div>

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 SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

## I.  Data and Access

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

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

## II. About This School

### Contact Information (School Year 2008-09)
This section provides the school's contact information.

| School | | District | |
|---|---|---|---|
| **School Name** | Lionel Wilson College Preparatory Academy | **District Name** | Aspire Public Schools |
| **Street** | 400 105th Ave. | **Phone Number** | 510.434.5000 |
| **City, State, Zip** | Oakland, CA    94603- | **Web Site** | http://aspirepublicschools.org |
| **Phone Number** | (510) 635-7737 | **Superintendent** | Dr. Don Shalvey, Ed.D. |
| **Principal** | Adrian Kirk | **E-mail Address** | Don.Shalvey@aspirepublicschools.org |
| **E-mail Address** | Adrian. Kirk@aspirepublicschools.org | **CDS Code** | n/a |

### School Description and Mission Statement (School Year 2007-08)
This section provides information about the school, its programs and its goals.

**Our Vision**
To enrich students' lives and reshape local public school systems

**Our Mission**

- To provide personalized learning experiences for California's diverse students
- To develop outstanding educators
- To catalyze change in public schools
- To share our successful practices with other forward-thinking educators

**Our Core Values**
- *Collective Responsibility:* Individual and group responsibility for and ownership of results, actions and decisions
- *Quality:* Commitment to excellence and the discipline to continually improve
- *Customer Service:* Responsiveness to the needs of external and internal customers
- *Purposefulness:* Deliberate action, focused on the organization's goals and priorities

## Opportunities for Parental Involvement (School Year 2007-08)
This section provides information about opportunities for parents to become involved with school activities.

Aspire Public Schools recognizes that children learn best when parents are engaged in their education. To help parents and guardians become great coaches for their children, and to invite parent participation in all aspects of school life, Aspire features:

- *School-Family-Student Compact:* To underscore that a mutual commitment is needed to promote academic success, the teacher, parent(s), and student all sign a compact during a three-way conference at the beginning of the school year. The compact outlines the rights and responsibilities of each stakeholder, and affirms the three parties' mutual accountability for the success of all students, staff development, and parent satisfaction.

- *Special Saturday Classes:* Scheduled at the beginning of the year, these mandatory half-day sessions allow parents to attend school with their children.

- *Guidance about At-home Support:* Aspire offers coaching to parents on reading at home (20+ min per day K-5), providing the right level of help with homework, participating in projects, and playing games that reinforce learning.

- *Participation in School Decision-making:* In addition to roles in the school's parent organization, Aspire includes two parent representatives on the Site Advisory Council and parent participation on the school's Teacher Hiring Committee.

Aspire's commitment to parents is demonstrated in the formal Guarantee to Parents. At any Aspire campus, parents can expect:

- A demonstrated improvement in their child's academic performance;

- An open invitation to attend their child's classes;

- Easy, open communication with their child's teacher

- The opportunity to rate the performance of teachers and the school annually; and

- Eligibility to serve on the school's governing body, the Advisory School Council

## Student Enrollment by Grade Level (School Year 2007-08)

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

| Grade Level | Number of Students | Grade Level | Number of Students |
|---|---|---|---|
| Kindergarten | | Grade 8 | 59 |
| Grade 1 | | Ungraded Elementary | |
| Grade 2 | | Grade 9 | 90 |
| Grade 3 | | Grade 10 | 129 |
| Grade 4 | | Grade 11 | 56 |
| Grade 5 | | Grade 12 | 54 |
| Grade 6 | 61 | Ungraded Secondary | |
| Grade 7 | 59 | Total Enrollment | 508 |

## Student Enrollment by Group (School Year 2007-08)

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

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|---|---|---|---|
| African American | 0% | White (not Hispanic) | 0% |
| American Indian or Alaska Native | 0% | Multiple or No Response | 0.4% |
| Asian | 0% | Socioeconomically Disadvantaged | 59.9% |
| Filipino | 0.4% | English Learners | 50% |
| Hispanic or Latino | 85.0% | Students with Disabilities | 5.5% |
| Pacific Islander | 0.2% | n/a | n/a |

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

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

| Subject | 2005-06 | | | | 2006-07 | | | | 2007-08 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | | | | | 24 | 11 | | | 22.1 | 11 | | |
| Mathematics | | | | | 27.7 | 20 | | | 23.4 | | 9 | |
| Science | | | | | 27.4 | 18 | | | 24.8 | | 10 | |
| Social Science | | | | | 27.3 | 4 | | | 37.6 | | 7 | 3 |

# III. School Climate

## School Safety Plan (School Year 2007-08)

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

It is the policy of Aspire Public Schools ("Aspire") to strive for the highest safety standards and to provide a safe workplace for all employees and a safe school for all students. Aspire has developed a comprehensive Injury and Illness Prevention Program ("IIP Program") to achieve this end. The goal of this program is to minimize the frequency and severity of employee and student accidents and to comply with the laws and regulations that pertain to our operations. The program has been designed to eliminate physical hazards from the work and school environment and train all employees in safe work practices.

**ASSIGNMENT OF RESPONSIBILITY**

Aspire Principals have the ultimate responsibility for the implementation and enforcement of the IIP Program at their school site.

Aspire Office Managers are responsible for the record keeping and coordination of the safety training programs at their school site.

Employees - It is the responsibility of all Aspire employees to bring any unsafe actions, practices, or conditions to the attention of his/her manager or supervisor.

**DISASTER PLANS**

Disaster plans are located in each classroom. Each plan is site and classroom specific and covers such disasters as fire safety, earthquake safety, flood, severe weather warnings, electrical failure, gas line problems, water main breaks, water contamination, chemical spills, lockdown/shooting incidents, bomb threats, explosions, and intruders.

## 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 | | |
|------|---------|---------|---------|---------|---------|---------|
| | **2005-06** | **2006-07** | **2007-08** | **2005-06** | **2006-07** | **2007-08** |
| **Suspensions** | 12.1% | - | - | | | |
| **Expulsions** | 0% | 0 | 0 | | | |

# IV. School Facilities

## School Facility Conditions and Planned Improvement (School Year 2008-09)

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

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal

## School Facility Good Repair Status (School Year 2008-09)
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| | Good | Fair | Poor | |
| Gas Leaks | X | | | |
| Mechanical Systems | X | | | |
| Windows/Doors/Gates (interior and exterior) | X | | | |
| Interior Surfaces (walls, floors, and ceilings) | X | | | |
| Hazardous Materials (interior and exterior) | X | | | |
| Structural Damage | X | | | |
| Fire Safety | X | | | |
| Electrical (interior and exterior) | X | | | |
| Pest/Vermin Infestation | X | | | |
| Drinking Fountains (inside and outside) | X | | | |
| Restrooms | X | | | |
| Sewer | X | | | |
| Playground/School Grounds | X | | | |
| Roofs | X | | | |
| Overall Cleanliness | X | | | |

## Overall Summary of School Facility Good Repair Status (School Year 2008-09)
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 | | X | | |

# 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 *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2005-06 | 2006-07 | 2007-08 | 2007-08 |
| With Full Credential | 17 | 19 | 14 | |
| Without Full Credential | 3 | 2 | 4 | |
| 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 | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|
| 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 2006-07)
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. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at http://www.cde.ca.gov/nclb/sr/tq/.

| 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% |
| **All Schools in District** | | |
| **High-Poverty Schools in District** | | |
| **Low-Poverty Schools in District** | | |

# VI. Support Staff

## Academic Counselors and Other Support Staff (School Year 2007-08)

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)** | 1 | n/a |
| **Library Media Services Staff (paraprofessional)** | 0 | n/a |
| **Psychologist** | 0 | n/a |
| **Social Worker** | 0 | n/a |
| **Nurse** | 0 | n/a |
| **Speech/Language/Hearing Specialist** | 1 | n/a |
| **Resource Specialist (non-teaching)** | 1 | n/a |
| **Other** | 0 | n/a |

# VII. Curriculum and Instructional Materials

## Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

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** | Good availability and quantity | n/a |
| **Mathematics** | Good availability and quantity | n/a |
| **Science** | Good availability and quantity | n/a |

| History-Social Science | Good availability and quantity | n/a |
|---|---|---|
| Foreign Language | Good availability and quantity | n/a |
| Health | Good availability and quantity | n/a |
| Visual and Performing Arts | n/a | n/a |
| Science Laboratory Equipment (grades 9-12) | n/a | n/a |

# VIII. School Finances

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $8974 | | | $50105 |
| District | n/a | n/a | | |
| Percent Difference – School Site and District | n/a | n/a | | |
| State | n/a | n/a | | |
| Percent Difference – School Site and State | n/a | n/a | | |

## Types of Services Funded (Fiscal Year 2007-08)

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

READ 180 – reading intervention program

## Teacher and Administrative Salaries (Fiscal Year 2006-07)

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. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $35,864 | $38,875 |
| Mid-Range Teacher Salary | $60,004 | $57,505 |
| Highest Teacher Salary | $74,502 | $76,145 |
| Average Principal Salary (Elementary) | $93,520 | $96,377 |
| Average Principal Salary (Middle) | $95,450 | $100,144 |
| Average Principal Salary (High) | $102,921 | $109,130 |
| Superintendent Salary | $239,640 | $185,251 |
| Percent of Budget for Teacher Salaries | 35.2% | 40.9% |
| Percent of Budget for Administrative Salaries | 6.1% | 5.3% |

# IX. Student Performance

## California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at http://star.cde.ca.gov. *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.*

### CST 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English-Language Arts | 21 | 28 | 37 | 28 | 29 | | 42 | 43 | |
| Mathematics | 22 | 22 | 36 | 29 | 30 | | 40 | 40 | |
| Science | 20 | 34 | 46 | 20 | 24 | | 35 | 38 | |
| History-Social Science | 11 | 3 | 26 | 15 | 17 | | 33 | 35 | |

### CST Results by Student Group – Most Recent Year

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|---|---|---|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | 22% | * | 48% | * |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 37.2% | 69.2% | 44.7% | 20% |
| Pacific Islander | | | | |
| White (not Hispanic) | | | | |
| Male | 34.6% | 61% | 26% | 41% |
| Female | 38% | 70.5% | 18.5% | 43.6% |
| Economically Disadvantaged | 37% | 66% | 22.8% | 41% |
| English Learners | | | | |
| Students with Disabilities | | | | |
| Students Receiving Migrant Education Services | | | | |

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 CAHSEE Web site at http://cahsee.cde.ca.gov/. *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.*

## CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

| Subject | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| **English-Language Arts** | 47% | 60% | 77% | | | | | | |
| **Mathematics** | 53% | 55% | 75% | | | | | | |

## CAHSEE 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.

| Group | English-Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| **All Students** | | | 75% | | | 77% |
| **African American** | | | 87% | | | 49% |
| **American Indian or Alaska Native** | | | | | | |
| **Asian** | | | | | | |
| **Filipino** | | | | | | |
| **Hispanic or Latino** | | | 73% | | | 72% |
| **Pacific Islander** | | | | | | |
| **White (not Hispanic)** | | | | | | |
| **Male** | | | 69% | | | 78% |
| **Female** | | | 82% | | | 58% |
| **Economically Disadvantaged** | | | 74% | | | 75% |
| **English Learners** | | | 36% | | | 56% |
| **Students with Disabilities** | | | | | | |
| **Students Receiving Migrant Education Services** | | | | | | |

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 at the Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is 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.*

| Grade Level | Percent of Students Meeting Healthy Fitness Zones |
|---|---|
| 5 | n/a |
| 7 | 5.2 |
| 9 | 15.2 |

# X. Accountability

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

## API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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 | 2005 | 2006 | 2007 |
|---|---|---|---|
| Statewide | 2 | 3 | 4 |
| Similar Schools | 2 | 8 | 8 |

## API Changes 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 |
|---|---|---|---|---|
| | 2005-06 | 2006-07 | 2007-08 | 2008 |
| All Students at the School | 51 | 11 | 68 | 735 |
| African American | 13 | -21 | * | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 60 | 15 | 58 | 737 |
| Pacific Islander | | | | |
| White (not Hispanic) | | | | |
| Socioeconomically Disadvantaged | 51 | 18 | 56 | 730 |
| English Learners | 65 | 16 | 57 | 735 |
| Students with Disabilities | n/a | n/a | | |

## Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

## AYP Overall and by Criteria (School Year 2007-08)

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 | |
| **Participation Rate - English-Language Arts** | Yes | |
| **Participation Rate - Mathematics** | Yes | |
| **Percent Proficient - English-Language Arts** | Yes | |
| **Percent Proficient - Mathematics** | Yes | |
| **API** | Yes | |
| **Graduation Rate** | Yes | |

## Federal Intervention Program (School Year 2008-09)

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 (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | Not in PI | |
| **First Year of Program Improvement** | | |
| **Year in Program Improvement** | | |
| **Number of Schools Currently in Program Improvement** | n/a | |
| **Percent of Schools Currently in Program Improvement** | n/a | |

# 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 University of California Web site at http://www.universityofcalifornia.edu/admissions/general.html.

### California State University

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

## Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is 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 *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

| Indicator | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 |
| **Dropout Rate (1-year)** | | | 8.5% | | | 31.7% | | | 19.4% |
| **Graduation Rate** | | | 91.5% | | | 68.3% | | | 80.6% |

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at http://www.cde.ca.gov/ta/tg/hs/. *Note: "N/A" means that the student group is not numerically significant.*

| Group | Graduating Class of 2008 | | |
|---|---|---|---|
| | School | District | State |
| **All Students** | 75% | | |
| **African American** | 87% | | |
| **American Indian or Alaska Native** | * | | |
| **Asian** | * | | |
| **Filipino** | * | | |
| **Hispanic or Latino** | 73% | | |
| **Pacific Islander** | * | | |
| **White (not Hispanic)** | * | | |
| **Socioeconomically Disadvantaged** | 74% | | |
| **English Learners** | 48% | | |
| **Students with Disabilities** | * | | |

## Career Technical Education Programs (School Year 2007-08)

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

n/a

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

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

| UC/CSU Course Measure | Percent |
|---|---|
| **Students Enrolled in Courses Required for UC/CSU Admission** | 100% |
| **Graduates Who Completed All Courses Required for UC/CSU Admission** | 91.5% |

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|---|---|---|
| Computer Science | NA | n/a |
| English | NA | n/a |
| Fine and Performing Arts | NA | n/a |
| Foreign Language | NA | n/a |
| Mathematics | NA | n/a |
| Science | NA | n/a |
| Social Science | NA | n/a |
| All courses | NA | |

# 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 Aspire Schools, textbooks are used as a tool for instruction; they never take place of good teaching and the facilitation of learning.

**Mathematics:**
The Aspire Mathematics Program follows the California Mathematics Standards in delivering a rigorous curriculum, effective instruction, and useful assessments.  In providing this program, Aspire teachers give students opportunities to build their skills, gain conceptual understanding, and learn how to solve complex problems.

Materials for 6-12: College Prep Mathematics (CPM), Math Exhibitions, Mathematics Manipulatives, Calculators, Computers

**Language Arts and Humanities:**
The Aspire Humanities Program in grades 6-12 follows the California Language Arts and Social Studies Standards in offering a rigorous curriculum, effective instruction, and meaningful assessments.  In providing this program, Aspire teachers provide students with opportunities to build their reading and writing skills in a variety of forms, styles and genres, and engage in examinations of themes across history and literature.

Materials for 6-12:
History Alive units, various literary and nonfiction works