

School Accountability Report Card School Year 2003–04

School Information		District Information	
School Principal Address	EXPLORER ELEMENTARY CHARTER Jill Green 8660 Gilman Dr. La Jolla, CA 92037	District Superintendent Address	SAN DIEGO CITY SCHOOLS Alan D. Bersin 4100 Normal Street San Diego, CA 92103
Phone	(858) 554-1001	Web site	www.sandi.net
Fax	(858) 554-1005	For additional copies of the SARC, visit your child’s school or go to the district’s SARC Web site at studata.sandi.net/research/sarcs/ .	
Web site	www.explorerelementary.com		
Email	JillGreen@explorerelementary.com		
CDS Code	37-68338-6117683		

School Description and Mission Statement

“The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.”

The mission of Explorer Elementary Charter School is to successfully blend a child-centered approach with a high-quality elementary educational program. The school is chartered to serve students ages 5 through 12. The school is committed to providing an environment that emphasizes learning as an interactive process. There is a high priority for developing caring, confident, lifelong learners in a diverse community that is responsive to the needs of each child. Social curriculum, as well as exemplary academics, are the school’s focus. The school did receive a California Distinguished School award in May 2004, the only school in the San Diego Unified School District to receive such an award that year.

Opportunities for Parent and Community Involvement

Contact Person Name	Erica Anastasakis	Contact Person Phone Number	(858) 554-1001
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We are committed to communicating with and engaging parents as partners in their children’s education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all constituencies within our community to assist us in the education of our students.

There are many opportunities for parents to be involved at their child’s school site (for example, governance committees, special events, fundraising events, parent organizations, and classrooms) and at the district level (for example, Parent Congress, district councils/committees, Parent University, and special events). We also encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment in the home.

Parents are involved in the school at every level. From volunteering in the classrooms to initiating schoolwide activities and fundraising, the parent council at Explorer Elementary is fundamental to the success of the school. Parents are seen as partners in the education of students at Explorer Elementary.

I. Demographic Information

Student Enrollment, by Grade Level

Grade Level	Enrollment as of September 26, 2003
Kindergarten	40
1	40
2	33
3	27
4	44
5	23
6	22
TOTAL	229

Student Enrollment, by Racial/Ethnic Group

Racial/Ethnic Category	Number of Students	Percent of Total
African American	10	4.4
Asian	8	3.5
Filipino	2	0.9
Hispanic	15	6.6
Indochinese	1	0.4
Native American	1	0.4
Pacific Islander	2	0.9
White (Not Hispanic)	190	83.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	September, 2002	Date Last Discussed with Staff	September, 2003
<p>All district schools have developed a comprehensive school safety plan that meets state requirements as described in California Education Code Section 35294 et seq. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.</p> <p>An emergency preparedness plan is available for viewing in the school office. Teachers have a copy in their classrooms. Earthquake preparedness materials are in classrooms as well as in covered containers outside of the classrooms. Fire and earthquake drills are held regularly.</p>			

School Programs and Practices that Promote a Positive Learning Environment

<p>Explorer Elementary's first priority is its students. Every effort is made to consider students' safety. Grounds are neatly kept and faculty are astutely aware of each child's needs.</p> <p>The faculty see their responsibility for the education of Explorer students as fundamental to the children's growth. A new science lab and art room were built last year to meet students' needs. Improvements in the physical space and landscaping were made by parents in the summer.</p> <p>The school is located at 8660 Gilman Drive, La Jolla. There are currently 13 classrooms and two play yards. The present facility does not allow for necessary expansion to approximately 300 students. A site committee is actively pursuing alternative sites. A move to Point Loma is scheduled for January 2006. This will allow us a stable, secure home and an affiliation with High Tech High Learning.</p>
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Suspensions and Expulsions

Rates of suspension and expulsion per 100 students are the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) enrollment for the given year, multiplied by 100. The district comparison rates reported are the expected rates for the school's enrollment and grade-level composition based on actual districtwide experience. Because suspension and expulsion rates vary greatly by grade level and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

	2002		2003		2004	
	School	District	School	District	School	District
Suspensions (number)	0	14,527	0	13,148	0	12,166
Suspensions (rate per 100 students)	0.00	5.21	0.00	3.86	0.00	3.52
Expulsions (number)	0	361	0	354	0	429
Expulsions (rate per 100 students)	0.00	<0.05	0.00	<0.05	0.00	0.06

Safety, Cleanliness, and Adequacy of School Facilities

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. Under the direction of the principal (or site administrator), specific school building security procedures are implemented by staff. In addition, various district offices support district schools by reviewing and disseminating safety requirements and information, coordinating numerous safety-related services, and providing training and assistance.

Explorer Elementary relies on fundraising and the support of its parent body to make school improvements. Currently, the board of directors is actively seeking a loan to rehabilitate a building donated to the school by the City of San Diego. The school hopes to relocate to Point Loma in the 2005–06 school year.

Conditions that May Have Posed a Threat to the Health and Safety of Pupils or Staff, 2003–04

As part of the new reporting requirements due to *Williams, et al. v. State of California, et al.*, districts in California must now report emergency facilities needs for each school. “Emergency facilities needs” are structures or systems that are in a condition that poses a threat to the health and safety of pupils or staff while at school and does not include any cosmetic or nonessential repairs. These projects may include, but are not limited to, facility repair or replacements of the types listed in the table below.

<input type="checkbox"/> Gas leaks	<input type="checkbox"/> Nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
<input type="checkbox"/> Electrical power failure	<input type="checkbox"/> Major sewer line stoppage
<input type="checkbox"/> Major pest or vermin infestation	<input type="checkbox"/> Broken windows or exterior doors or gates that will not lock and that pose a security risk
<input type="checkbox"/> Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff	<input type="checkbox"/> Structural damage creating a hazardous or uninhabitable condition

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in Grades 2–11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English language arts and mathematics in Grades 2–11, and science (Grades 5, 9, 10, and 11) and history-social science (Grades 8, 10, and 11); and a norm-referenced test, which tests reading, language, mathematics (Grades 2–11), spelling (Grades 2–8), and science (Grades 9–11).

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data, reported by grade level for 2003, are accurate within one percentage point. Detailed information regarding CST and CAPA results for each grade and proficiency level and for subgroups in 2001 and 2002 can be found at the California Department of Education (CDE) Web site at star.cde.ca.gov.

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards):

CST, English Language Arts

Grade Level	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
2	60.6	72.0	62.5	36.9	40.1	39.2	32	36	35
3	88.2	69.2	76.9	37.2	35.6	33.5	34	33	30
4	70.8	95.2	79.1	36.0	40.1	41.2	36	39	39
5	84.2	81.5	100.0	31.6	34.4	41.5	31	36	40
6	80.0	87.5	76.2	29.9	35.8	34.7	30	36	36

“—” indicates N < 10

CST, Mathematics

Grade Level	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
2	56.3	72.0	84.4	41.2	50.0	52.1	43	53	51
3	94.4	82.1	100.0	36.0	44.9	51.0	38	46	48
4	51.9	90.5	86.4	31.1	39.4	43.5	37	45	45
5	68.4	66.7	78.3	22.5	27.7	32.8	29	35	38
6	56.3	87.5	70.0	29.2	31.2	32.1	32	34	35

“—” indicates N < 10

CST, Science

Grade Level	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
5			73.9			21.8			24

“—” indicates N < 10

2004 CST Subgroups, English Language Arts

Grade Level	Gender		English Learner		Economically Disadvantaged		Students With Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
2	61.9	63.6	—	64.5		62.5	—	67.9
3	66.7	90.9	—	80.0	—	80.0	—	85.7
4	64.7	88.5	—	78.6		79.1	—	88.6
5	—	100.0		100.0		100.0	—	100.0
6	—	84.6		76.2		76.2	—	77.8

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CST Subgroups, Mathematics

Grade Level	Gender		English Learner		Economically Disadvantaged		Students With Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
2	95.2	63.6	—	87.1		84.4	—	82.1
3	100.0	100.0	—	100.0	—	100.0	—	100.0
4	88.2	85.2	—	86.0		86.4	—	85.7
5	—	76.9		78.3		78.3	—	83.3
6	—	75.0		70.0		70.0	—	66.7

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CST Subgroups, Science

Grade Level	Gender		English Learner		Economically Disadvantaged		Students With Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
5	—	61.5		73.9		73.9	—	88.9

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CST Racial/Ethnic Groups, English Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2		—		—			—	63.0
3	—	—	—	—			—	76.2
4	—	—		—			—	84.8
5		—		—				100.0
6	—			—				84.2

“—” indicates N < 10

2004 CST Racial/Ethnic Groups, Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2		—		—			—	85.2
3	—	—	—	—				100.0
4	—	—		—	—		—	90.9
5		—		—				81.0
6				—				73.7

“—” indicates N < 10

2004 CST Racial/Ethnic Groups, Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
5		—		—				76.2

“—” indicates N < 10

Norm-Referenced Tests (NRT)

Reading and mathematics results from the SAT 9 (2002) and California Achievement Test, Sixth Edition (CAT/6) (2003 and 2004) tests are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Results from the CAT/6 should not be directly compared to those for the SAT 9. Detailed results for subgroup performance on the SAT 9 in 2002 and the CAT/6 in 2003 can be found at the CDE Web site at star.cde.ca.gov.

Percentage of students scoring at or above the 50th percentile:

NRT, Reading

Grade Level	School			District			State		
	SAT 9	CAT/6	CAT/6	SAT 9	CAT/6	CAT/6	SAT 9	CAT/6	CAT/6
	2002	2003	2004	2002	2003	2004	2002	2003	2004
2	86.2	76.0	69.7	61.1	50.4	50.5	53	46	47
3	93.3	71.8	76.9	52.5	35.9	36.4	47	34	35
4	85.2	95.2	74.4	50.7	36.9	37.3	49	35	35
5	94.4	81.5	87.0	49.1	39.3	40.6	46	40	40
6	87.5	87.5	80.0	49.2	44.2	43.7	48	45	46

“—” indicates N < 10

NRT, Mathematics

Grade Level	School			District			State		
	SAT 9	CAT/6	CAT/6	SAT 9	CAT/6	CAT/6	SAT 9	CAT/6	CAT/6
	2002	2003	2004	2002	2003	2004	2002	2003	2004
2	86.7	76.0	87.5	64.5	56.1	58.9	62	57	58
3	100.0	87.2	92.3	64.2	53.8	56.8	62	52	53
4	70.4	90.5	95.5	55.0	46.1	49.2	58	48	49
5	88.9	92.6	91.3	54.9	45.3	49.9	57	49	50
6	81.3	93.8	85.0	54.8	48.9	50.3	60	51	53

“—” indicates N < 10

2004 CAT/6 Subgroups, Reading

Grade Level	Gender		English Learner		Economically Disadvantaged		Students With Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
2	59.1	90.9	—	68.8		69.7	—	75.9
3	80.0	72.7	—	80.0	—	80.0	—	81.0
4	70.6	76.9	—	73.8		74.4	—	82.9
5	—	84.6		87.0		87.0	—	88.9
6	—	100.0		80.0		80.0	—	77.8

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CAT/6 Subgroups, Mathematics

Grade Level	Gender		English Learner		Economically Disadvantaged		Students With Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
2	90.5	81.8	—	90.3		87.5	—	85.7
3	93.3	90.9	—	96.0	—	92.0	—	95.2
4	94.1	96.3	—	95.3		95.5	—	94.3
5	—	92.3		91.3		91.3	—	94.4
6	—	91.7		85.0		85.0	—	83.3

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CAT/6 Racial/Ethnic Groups, Reading

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2	—	—		—			—	70.4
3	—	—	—	—				76.2
4	—	—		—			—	78.8
5		—		—				90.5
6				—				78.9

“—” indicates N < 10

2004 CAT/6 Racial/Ethnic Groups, Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2		—		—			—	88.9
3	—	—	—	—				90.5
4	—	—		—	—		—	97.0
5		—		—				90.5
6				—				84.2

“—” indicates N < 10

District Assessment

Developmental Reading Assessment (DRA)

The DRA is used to identify students in Grades K–3 who are reading below grade level and need support and intervention. The DRA is conducted during a one-on-one reading conference in which a child reads specially selected texts to the teacher. The assessment is administered three to four times a year to determine a student’s instructional reading level and to document progress over time. Data reported are for all students—English-speaking and English learners.

SECTION DOES NOT APPLY TO THIS SCHOOL

**Stanford Diagnostic Reading Test (SDRT)
Analytical Reading Inventory (ARI) and Informal Reading Inventory (IRI)**

The SDRT is used to identify students in Grades 4–11 who are reading below grade level and need support and intervention. The SDRT is administered in a group setting and assesses vocabulary, comprehension, and scanning skills. For students reading significantly below grade level on the SDRT, the ARI (Grades 4–8) and IRI (Grades 9–10) are used to reevaluate students and identify appropriate supports and interventions. Data reported are for English-speaking students.

There are no district-mandated mathematics or writing tests. However, there is a District Mathematics Test (DMT) that is administered for Grades 5 and 6, and this data is available at the district’s Web site at studata.sandi.net/research/DMT/.

SECTION DOES NOT APPLY TO THIS SCHOOL

2004 California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards):

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	46.4	33.3	61.5	22.3	20.4	24.3	24.8	22.9	26.7

Academic Performance Index (API)

The API is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is five (5) percent of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of 1 to 5 (see definition of statewide rank below) are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. No funds were allocated to II/USP in 2003–04.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets equal to 80 percent of the school’s target are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percent Tested: In order to be eligible for awards, elementary and middle schools must have at least 95 percent of their students in Grades 2–8 tested on STAR. High schools must test at least 90 percent of their students in Grades 9–11 on STAR.

Statewide Rank: Schools receiving a base API score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and the Public Schools Accountability Act (PSAA) in California can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

Schoolwide API

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percentage Tested	100	99	99	Percentage Tested	99	99	99
Base API Score	830	869	911	Growth API Score	880	902	887
Growth Target	#	#	#	Actual Growth	50	33	-24
Statewide Rank	9	10	10				
Similar Schools Rank		4	10				

“#” school scored at or above the interim statewide performance target of 800

Data are only reported for numerically significant subgroups, those consisting of at least 50 pupils with valid test scores and constituting at least 15 percent of a school's total population of pupils with valid test scores.

API Subgroups—Racial/Ethnic Groups

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African American				African American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Asian (includes Indochinese)				Asian (includes Indochinese)			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Filipino				Filipino			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic				Hispanic			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Native American				Native American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	849	880	922	Growth API Score	886	912	902
Growth Target	#	#	#	Actual Growth	37	32	-20

"#" school scored at or above the interim statewide performance target of 800

API Subgroups—Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Base API Score				Growth API Score			
Growth Target				Actual Growth			

"#" school scored at or above the interim statewide performance target of 800

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		—
Year in Program Improvement		—
Year Exited Program Improvement		—
Number of Schools Currently in Program Improvement	—	43
Percent of Schools Identified for Program Improvement	—	23.2

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all students perform at or above the proficient level on the state’s standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, beginning in 2003, districts and schools must improve each year according to set requirements. A “Yes” in the following table displaying overall AYP status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district’s AYP status was approved. Additional data by subgroup show whether each group of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. School data are only reported for numerically significant subgroups. Detailed information about AYP can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
Schoolwide		YES	YES		YES	YES
African American					YES	YES
Asian (includes Indochinese)					YES	YES
Filipino					YES	YES
Hispanic					YES	YES
Native American					YES	YES
Pacific Islander					YES	YES
White (Not Hispanic)		YES	YES		YES	YES
English Learners					YES	YES
Socioeconomically Disadvantaged					YES	YES
Students With Disabilities					YES	YES
All Subgroups (Overall)		YES	YES		YES	YES

IV. School Completion (Secondary Schools)

SECTION DOES NOT APPLY TO THIS SCHOOL

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms by size based on CBEDS data.

Grade Level	2001-02				2002-03				2003-04			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
K	20.0	1			20.0	3			20.0	4		
1	20.0	1			20.0	1			19.0	2		
2	20.0	1			20.0	1			20.0	1		
3	20.0	1			20.0	2			20.0	1		
4	21.0		1		21.0		1		22.0		2	
5	20.0	1			21.0		1		23.0		1	
6	17.0	2							22.0		1	
K-3	20.0	2			20.0	1			20.0	1		
3-4												
4-8					22.0		1					
Other												

Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and Grades 1-3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	2001-02	2002-03	2003-04
K	100.00	100.00	100.00
1	100.00	100.00	100.00
2	100.00	100.00	100.00
3	100.00	100.00	100.00

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB-Compliant Teachers

The NCLB Act requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject-matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the CDE Web site at www.cde.ca.gov/nclb/sr/tq/.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB-compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB-compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	81.8	—
All Schools in District	—	59.6
High-Poverty Schools in District	—	69.5
Low-Poverty Schools in District	—	65.2

Teacher Credential Information

Data reported are the number of classroom teachers at the school in each category. All classroom teachers, part-time and full-time, are counted equally. If a teacher works at two schools, s/he is counted only at one school.

	2001-02	2002-03	2003-04
Total Number of Teachers	14	14	17
Full credential and teaching in subject area	14	12	14
Full credential but teaching outside subject area	0	0	0
Alternative Route to Certification (district and university internship)			1
Pre-Internship			1
Emergency Permits (no credential or internship but meets minimum requirements)	0	2	1
No credential and no Emergency Permit	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2001-02	2002-03	2003-04
Misassignments of Teachers of English Learners	—	—	0
Total Number of Teacher Misassignments	—	—	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.9
Master's Degree plus 30 or more semester hours	0.0	0.3
Master's Degree	35.3	49.7
Bachelor's Degree plus 30 or more semester hours	17.6	1.5
Bachelor's Degree	41.2	47.3
Less than Bachelor's Degree	5.9	0.4

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2001-02	2002-03	2003-04
Vacant Teacher Positions	—	—	0

Teacher Evaluations

The school site administrators (principal and vice principals) formally evaluate tenured teachers every two years based on guidelines set forth in the California Education Code and the teachers' contract. Temporary and probationary teachers are evaluated yearly in a similar manner. Site administrators visit classrooms frequently to observe teachers' instructional practice.

Evaluation criteria for classroom teachers include:

- Progress of pupils toward established standards.
- Instructional techniques and strategies.
- Adherence to curricular objectives.
- Establishment and maintenance of a suitable learning environment.
- Performance of non-instructional duties and responsibilities, including supervisory and advisory duties.

Evaluation results are shared with the teacher and are forwarded to the school's instructional leader for review. All evaluations are confidential and are kept in the district personnel file of the teacher.

Permanent teachers receiving an overall evaluation of unsatisfactory in subject matter knowledge, teaching strategies, and teaching methods participate in the district's Peer Assistance and Review (PAR) program. As program participants, they are assigned a consulting teacher to help them improve their teaching practice. The consulting teacher observes the teacher in the classroom, provides written feedback, demonstrates teaching strategies or accompanies the teacher to demonstrations in other classrooms, and provides other support as appropriate.

The school principal, along with the school's board of directors, is involved in faculty evaluation. As Explorer is a charter school, its teachers are not evaluated according to district guidelines. Yearly formal and informal evaluations of all faculty members are thoughtfully held, along with goal-setting meetings. The principal spends a good deal of time in classrooms along with the curriculum coordinator, who is responsible for evaluation and curriculum support. It is fundamental to the school's basic philosophy that teachers continue to challenge themselves to provide powerful academic experiences for their students.

Substitute Teachers

We try to place substitute teachers according to their areas of expertise, although by state law, credentialed teachers may substitute at any grade level and in any subject.

The school hires accredited substitute teachers from a pool of educators independent of San Diego City Schools.

Counselors and Other Support Staff

Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	0.0
Librarian	0.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.3
Resource Specialist (Non-Teaching)	0.8
Reading Specialist	1.0
Social Emotional Literacy Coordinator	1.0

Academic Counselors

District counselors are not included in this count. Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The number of students per academic counselor is enrollment reported in CBEDS divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Students Per Academic Counselor
0.00	N/A

VII. Instruction and Curriculum

The San Diego City Schools Office of School Site Support organizes all district efforts to improve student achievement by supporting teaching and learning in the classroom. Since 1998, the district has introduced a series of reform initiatives directed toward providing all students with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.

School Instruction and Leadership

Instruction and instructional leadership are at the heart of the San Diego City Schools reform effort. Through the district's Office of the Deputy Superintendent, Instructional Leaders train, coach, support, and evaluate principals. Instructional Leaders provide professional development for principals in a variety of ways, e.g., monthly instructional conferences, study groups, and frequent school visits to provide coaching for individual principals. At the school, the principals, in turn, provide support to teachers through staff conferences, frequent opportunities for collaborative study and planning, and individual teacher coaching based on ongoing classroom observations.

Principal Jill Green has a collaborative leadership style. Every attempt is made to build reciprocity and community in the school. The active parent body is supportive of the school on every level, from volunteering in classrooms to fundraising.

The academic program focuses on teaching standards and content at the highest level, as well as social curriculum. Gifted and Talented Education (GATE) seminar and cluster students are assimilated into classrooms and given differentiated tasks. An excellent resource team meets the needs of students with learning differences. In-depth assessments are given to all students, Grades K–6.

Curriculum is continually evaluated as it applies to California state standards and meaningful integrated studies at the highest level. A part-time curriculum coordinator supervises teachers, as does the principal. The principal and curriculum coordinator make frequent classroom visits, both formally and informally. Weekly staff meetings are related to staff development. The school is working toward standardizing forms of assessment. There are ongoing conversations between faculty and administration to support the highest goals for individual academic achievement.

Professional Development

Through the district's educational reform strategies, the division of Instruction and Curriculum has engaged teachers and administrators in ongoing professional development in areas of literacy, mathematics, and science teaching and learning. Opportunities for teachers to improve their professional knowledge of teaching physical education and the visual and performing arts are also provided by central office staff. Each year, principals identify a schoolwide professional development focus as well as determine areas of individual need. Throughout the year, principals, supported by peer coaches/staff developers, content administrators, and/or mathematics resource teachers, conduct group and individual staff conferences and coach teachers at the school site to improve instructional practice.

Teachers in the district participated in a total of three mandatory staff development days in each of the last three school years. These days focus primarily on school-based professional learning in relation to site needs.

Whereas Explorer's faculty are able to attend the district's workshops, our faculty also attend independent conferences. We arrange for faculty workshops and inservice training at the school. A mentor fifth-grade teacher and our curriculum coordinator are responsible for mentoring and staff development.

Quality and Currency of Textbooks and Other Instructional Materials

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient textbooks for all students in the subject areas of reading/English language arts, science, history/social science, and mathematics. In addition, sufficient materials are provided in foreign language and health, and equipment is available in science laboratory courses, in Grades 9–12.

In 2003–04, teachers and students in elementary schools, Grades K–6, continued using standards-based instructional materials in mathematics, reading/English language arts, history/social studies, and science. They also continued to use previously adopted materials in health.

The faculty survey all available texts and resource materials, and we make a decision as a group as to which materials to select. We attempt to bring to our students the best and most relevant materials to support their learning. As a charter school, we are not mandated to select district materials. The school recently submitted an application for library funding but has not received funds in the past.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

On an annual basis at a public hearing, the Board of Education adopts a resolution certifying that the district has provided each pupil, including English learners, textbooks or instructional materials, or both, to use in class and to take home to complete any required homework assignments. The Board also assures that these materials are consistent with the content and cycles of the curriculum frameworks adopted by the state board in the core curriculum areas. For students enrolled in foreign language or health courses, the district also provides sufficient textbooks and/or instructional materials.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Every student is provided with sufficient and standards-aligned textbooks and/or other instructional materials for English language arts. The adopted textbooks for this subject are listed in the following table.
Mathematics	Every student is provided with sufficient and standards-aligned textbooks and/or other instructional materials for mathematics. The adopted textbooks for this subject are listed in the following table.
Science	Every student is provided with sufficient and standards-aligned textbooks and/or other instructional materials for science. The adopted textbooks for this subject are listed in the following table.
History/Social Science	Every student is provided with sufficient and standards-aligned textbooks and/or other instructional materials for history/social science. The adopted textbooks for this subject are listed in the following table.
Foreign Language	Every student enrolled in a foreign language course is provided with sufficient and standards-aligned textbooks and/or other instructional materials. The adopted textbooks for this subject are listed in the following table.

Core Curriculum Areas	Availability of Textbooks/Materials
Health	Every student enrolled in a health course is provided with sufficient and standards-aligned textbooks and/or other instructional materials. The adopted textbooks for this subject are listed in the following table.

List of Instructional Materials/Textbooks Used in Core Subject Areas (2003–04)

Subject Area	Grade	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year	From State (K–8) or Local Board (9–12) Lists?
English Language Arts	K–6		Houghton Mifflin, A Legacy of Literacy	2002–03	Yes
Health	K–3		Wright Group, Primary Health Kits	1997–98	Yes
Health	4–6		Young Peoples Press: Health: Lessons In Character Kits	1997–98	Yes
Mathematics	K–6		Harcourt School Publishers, Harcourt Math	2002–03	Yes
Science	K–5		Harcourt Brace, Harcourt Science	2000–01	Yes
Science	6		Holt: HST Earth Science with (Foss Kits 1995–96)	2003–04	Yes
History/Social Science	K–6		McGraw Hill, Adventures in Time & Place	1999–00	Yes

Note: Adoptions prior to school year 1999–00 are “pre-standards” (i.e., these textbooks and/or materials were adopted before content standards and standards-based materials were adopted by the State Board of Education).

Instructional Minutes (School Year 2003–04)

The California Education Code establishes a required number of instructional minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes Offered	State Requirement
2	58,690	50,400
3	58,690	50,400
4	58,690	54,000
5	58,690	54,000
6	58,690	54,000

Total Number of Minimum Days

In 2003–04, Explorer Elementary Charter had 37 shortened days for students. The extra time on shortened days is used for staff development, parent consultation, and teacher planning.

Wednesdays are early dismissal at 12:30 p.m. for teacher planning and professional development.

VIII. Post-Secondary Preparation (Secondary Schools)

SECTION DOES NOT APPLY TO THIS SCHOOL

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2002–03)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409. Detailed information regarding salaries may be found at the CDE Web site at www.cde.ca.gov/ds/fd/cs/ and www.cde.ca.gov/ta/ac/sa/salaries0203.asp.

	District Amount	State Average For Districts in the Same Data Category
Beginning Teacher Salary	\$34,618	\$36,856
Mid-Range Teacher Salary	\$58,207	\$58,263
Highest Teacher Salary	\$70,179	\$72,665
Average Principal Salary (Elementary School)	\$97,173	\$94,774
Average Principal Salary (Middle Level School)	\$97,913	\$98,934
Average Principal Salary (High School)	\$110,322	\$106,858
Superintendent Salary	\$189,500	\$177,295
Percent of Budget for Teachers' Salaries	37.4	41.6
Percent of Budget for Administrative Salaries	3.3	5.1

Expenditures (Fiscal Year 2002–03)

Detailed information regarding expenditures may be found at the CDE Web site at www.cde.ca.gov/ds/fd/ec/.

District		Statewide Average: All Districts in Same Category	Statewide Average: All Districts
Total dollars	Dollars/student (ADA)	Dollars/student (ADA)	Dollars/student (ADA)
\$1,102,724,224	\$8,833	\$6,882	\$6,822

ADA—one full year of student attendance

Types of Services Funded

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education.
2. Special Education—programs offering appropriate, individualized education to students with special needs.
3. Targeted Instructional Improvement—staff salaries, staff benefits, services, materials, and support for our lowest performing students.
4. Gifted and Talented Education—specialized learning assistance for students with high ability, achievement, or potential.
5. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services.
6. Transportation.
7. Maintenance and operations.
8. District administration.

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.