



SCHOOL ACCOUNTABILITY REPORT CARD

Issued Spring 2007 for Academic Year 2005–06

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Jill Green, Principal

Explorer Elementary School

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School Description and Mission Statement

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 in kindergarten through fifth grade and 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, is the school's focus. The school received 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. Explorer Elementary is an affiliate of High Tech High Learning, a nonprofit organization established to support the development of High Tech High Schools. Explorer now collaborates with High Tech High Learning to provide a K–12 educational pathway for its students.

What Is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC can be an effective way for a school to report its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data in this SARC are from the 2005–06 school year or the two preceding years (2003–04 and 2004–05). Graduation, dropout, and fiscal data are from 2004–05. Single-year column headings in tables refer to the ending school year for that particular period. When no year is specified, data are from the most recent year available.

Data included in this SARC (available at the California Department of Education Web site at www.cde.ca.gov/ta/ac/sa/definitions06.asp) are consistent with State Board of Education guidelines

Additional copies of this SARC may be obtained from the school office or from the district's SARC Web site at studata.sandi.net/research/sarcs/.

Opportunities for Parent Involvement

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.

If you want to get involved, please contact Elaine Provencher at (619) 398-8600.

ABOUT THIS SCHOOL

Student Enrollment by Grade Level

Grade Level	Enrollment on September 30, 2005
Kindergarten	60
1	40
2	60
3	40
4	47
5	46
TOTAL	293

Student Enrollment by Group

Racial/Ethnic Subgroup	Number of Students	Percentage of Enrollment
African American	10	3.4
Asian	16	5.5
Filipino	4	1.4
Hispanic	32	10.9
Indochinese	3	1.0
Native American	2	0.7
Pacific Islander	2	0.7
White (Not Hispanic)	224	76.5
Socioeconomically Disadvantaged	4	1.4
English Learners	4	1.4
Students with Disabilities	30	10.2

* As of May 2006

Average Class Size and Class Size Distribution

This table displays the average class size for each grade level and the number of classrooms that fall into each class size category.

Grade Level	2004			2005			2006					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	4		20	3		20	3				
1	19	2		20	2		20	3				
2	20	1		20	2		20	3				
3	20	1		20	2		20	2				
4	22		2	23		2	23		2			
5	23		1	23		3	23		2			
6	22		1	20	1							
K-3	20	1										

Participation in the Class Size Reduction Program

California's Class Size Reduction program, which began in 1996, provides funding to participating school districts that decrease the size of K-3 classrooms to 20 or fewer students per certificated teacher. This table displays the percentage of students in Grades K-3 who were assigned to a classroom that participated in the Class Size Reduction program.

Grade Level	Percentage of Pupils Participating		
	2004	2005	2006
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

SCHOOL CLIMATE

School Safety Plan

Last Review/Update: September 2002

Last Discussed with Staff: September 2003

The school moved to its new location on January 5, 2006. Therefore, emergency preparedness and earthquake preparedness materials are being revised based on the new site's requirements. The faculty is currently trained in CPR and first aid.

School Discipline Practices

Explorer Elementary's first priority is its students. Every effort is made to consider students' safety. Grounds are neatly kept and the faculty is astutely aware of each child's needs.

The faculty sees its responsibility for the education of Explorer students as fundamental to the children's growth. The school is now located at 2230 Truxtun Road in a new facility of more than 30,000 square feet. There is a large playground, kindergarten yard, science lab, and art studio, and the school library opened in November 2006.

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. 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.

		2004		2005		2006	
		School	District	School	District	School	District
Suspensions	Number	0	12,174	0	14,103	0	14,418
	Rate per 100 students	0.00	3.52	0.00	3.88	0.00	2.98
Expulsions	Number	0	429	0	545	0	611
	Rate per 100 students	0.00	0.06	0.00	0.11	0.00	<0.05

Attendance

Percentage Actual Attendance indicates the total number of days students attended divided by the total number of days students were enrolled, multiplied by 100.

	2004	2005	2006
Percentage Actual Attendance	96.61	97.05	97.06

SCHOOL FACILITIES

School Facility Conditions and Improvements

Explorer Elementary relies on fundraising and the support of its parent body to make school improvements. The school, in affiliation with High Tech High Learning, has secured a new site at 2230 Truxtun Road in San Diego.

School Facility Good-Repair Status

This table displays the results of the most recently completed school-site inspection to determine the facility's good-repair status. The data are not comparable with previous years' summaries, which cited only "emergency needs."

Inspection Date:

Item Inspected	In Good Repair?		Repair Needed and Action Taken or Planned
	Yes	No	
Gas leaks			
Mechanical systems			
Windows/doors/gates (interior and exterior)			
Interior surfaces (walls, floors, and ceilings)			
Hazardous materials (interior and exterior)			
Structural damage			
Fire safety			
Electrical (interior and exterior)			
Pest/vermin infestation			
Drinking fountains (inside and out)			
Restrooms			
Sewer			
Playground/school grounds			
Other			

Data Not Available

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2004	2005	2006	2006
Full credential and teaching in subject area	14	14	16	5,351
Full credential but teaching outside subject area	0	3	3	516
Without full credential	3	2	1	625
Total	17	19	20	6,492

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 (long-term vacancies for which there was no teacher assigned by the 20th school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2007, the most current data are reported.

	2005		2006		2007	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Misassignments of Teachers of English Learners	0	0	0	0	0	N/A
Total Teacher Misassignments	0	0	0	0	0	N/A
Vacant Teacher Positions	0	0	0	0	0	N/A

Core Academic Courses Taught by No Child Left Behind (NCLB)-Compliant Teachers (2006)

The NCLB Act requires all teachers of core academic subjects to be “highly qualified” no 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.

This table displays the percentage of classes in core academic subjects taught by NCLB-compliant and non-NCLB-compliant teachers at the school, at 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 CDE Web site at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB-Compliant Teachers
This School	100.	0.0
All Schools in District	82.0	18.0
High-Poverty Schools in District	79.0	21.0
Low-Poverty Schools in District	87.0	13.0

Substitute Teacher Availability

Explorer Elementary hires accredited substitute teachers from a pool of educators independent of the San Diego Unified School District.

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.

Teacher Evaluation Process

The school principal, along with the school’s board of directors, are involved in faculty evaluation. Since 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 and 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.

SUPPORT STAFF

Academic Counselors and Other Support Staff (2006)

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 the School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	N/A
Library Media Teacher (Librarian)	0.5	
Library Media Services Staff (paraprofessional)	0.5	
Psychologist	0.2	
Social Worker	0.0	
Nurse	0.0	
Speech/Language/Hearing Specialist	0.5	
Resource Specialist (Non-Teaching)	1.0	
Reading Specialist	1.0	
Social Emotional Literacy Coordinator	1.0	

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials (2006)

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	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient, standards-aligned textbooks and/or other instructional materials for all students in the subject areas of reading/language arts, mathematics, science, history-social science, world languages, and health. The adopted textbooks for these subjects are listed in the following table. Science laboratory equipment is available to students enrolled in science laboratory courses in Grades 9–12.	0
Mathematics		0
Science		0
History–Social Science		0
World Language		0
Health		0
Science Laboratory Equipment (Grades 9-12)		0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2006)

All textbooks and instructional materials come from state or district lists.

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
English Language Arts	K–6		<i>A Legacy of Literacy</i> , Houghton Mifflin	2002–03
Health	K–3		<i>Primary Health Kits</i> , Wright Group/McGraw-Hill	1997–98
Mathematics	K–6		<i>Harcourt Math</i> , Harcourt School Publishers	2002–03
Science	K–5		<i>Harcourt Science</i> , Harcourt School Publishers	2000–01
History–Social Science	K–6		<i>Adventures in Time and Place</i> , Macmillan McGraw-Hill	1999–00
Health	4–6		<i>Health: Lessons in Character Kits</i> , Young People's Press	1997–98
Science	6		<i>Holt Science and Technology: Earth Science</i> (with <i>Foss Kits</i> 1995–96), Holt, Rinehart, and Winston	2003–04

Note: Adoptions prior to school year 1999–2000 are “pre-standards” (these textbooks and/or materials were adopted before content standards and standards-based materials were adopted by the State Board of Education).

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004–05)

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 and teacher salaries can be found at the CDE Web site at www.cde.ca.gov/ds/fd/ec/ and 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	\$7,201	\$47	\$7,154	\$58,459
District	—	—	\$5,273	\$53,948
Percentage Difference: School Site and District	—	—	35.6	8.0
State	—	—	\$4,743	\$57,560
Percentage Difference: School Site and State	—	—	50.8	1.5

The Parent Council ensures that students are provided with a large range of extra-curricular experiences, including art, music, and social curriculum.

Teacher and Administrative Salaries (Fiscal Year 2004–05)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage 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 at the CDE Web site at www.cde.ca.gov/ds/fd/cs/ and www.cde.ca.gov/ta/ac/sa/salaries0405.asp.

	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$34,517	\$37,540
Mid-Range Teacher Salary	\$52,449	\$59,426
Highest Teacher Salary	\$70,179	\$73,925
Average Principal Salary (Elementary School Level)	\$94,629	\$96,377
Average Principal Salary (Middle School Level)	\$96,936	\$100,144
Average Principal Salary (High School Level)	\$99,557	\$109,130
Superintendent Salary	\$199,500	\$185,251
Percentage of Budget for Teachers' Salaries	37.6%	40.9%
Percentage of Budget for Administrative Salaries	4.8%	5.3%

STUDENT PERFORMANCE

Standardized Testing and Reporting (STAR)

Through the California STAR Program, students in Grades 2–11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). To protect student privacy, “—” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category. Data for migrant education services are not available.

California Standards Tests (CST)

The CST shows how well students are doing in relation to state content standards. The CST tests English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 10, and 11). Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels 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 are rounded to the nearest percentage point. Detailed information regarding CST and CAPA results can be found at the CDE Web site at star.cde.ca.gov.

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

CST – English Language Arts

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
2	62.5	83.3	94.9	39.2	45.3	49.1	35	42	47
3	76.9	82.5	61.5	33.5	34.5	38.8	30	31	36
4	79.1	95.6	91.3	41.2	51.0	52.3	39	47	49
5	100.0	84.1	97.8	41.5	45.0	45.3	40	43	43
6	76.2	100.0		34.7	39.9	43.7	36	38	41

CST – Mathematics

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
2	84.4	86.1	88.3	52.1	61.2	62.4	51	56	59
3	100.0	100.0	70.0	51.0	57.2	61.1	48	54	58
4	86.4	91.1	87.0	43.5	51.6	54.9	45	50	54
5	78.3	75.6	91.1	32.8	44.9	50.9	38	44	48
6	70.0	94.4		32.1	41.6	43.2	35	40	41

CST – Grade-Level Science

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
5	73.9	61.4	80.0	21.8	28.5	32.9	24	28	32

2006 CST Subgroups – English Language Arts

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
2	96.2	93.9	—	96.6	—	96.6	—	96.3
3	65.2	56.3	—	60.5	—	61.5	—	69.7
4	82.6	100.0	—	93.2	—	91.1	—	95.3
5	100.0	96.0	—	97.8	—	97.7	—	100.0

2006 CST Subgroups – Mathematics

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
2	92.6	84.8	—	89.8	—	89.8	—	89.1
3	79.2	56.3	—	69.2	—	70.0	—	81.8
4	87.0	87.0	—	86.4	—	86.7	—	90.7
5	95.0	88.0	—	91.1	—	90.9	—	92.9

2006 CST Subgroups – Grade-Level Science

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
5	95.0	68.0	—	80.0	—	79.5	—	81.0

2006 CST Racial/Ethnic Groups – English Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2	—	—	—	—	—	—	—	95.7
3	—	—	—	—	—	—	—	55.2
4	—	—	—	—	—	—	—	91.2
5	—	—	—	—	—	—	—	100.0

2006 CST Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2	—	—	—	—	—	—	—	87.2
3	—	—	—	—	—	—	—	63.3
4	—	—	—	—	—	—	—	88.2
5	—	—	—	—	—	—	—	91.7

2006 CST Racial/Ethnic Groups – Grade-Level Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
5	—	—	—	—	—	—	—	83.3

Norm-Referenced Test (NRT)

Prior to 2005, the California Achievement Test, Sixth Edition (CAT/6), the norm-referenced test (NRT) currently adopted by the State Board of Education, tested reading, language arts, and mathematics in Grades 2–11, spelling in Grades 2–8, and science in Grades 9–11. Beginning in 2005, the NRT tests reading, language arts, mathematics, and spelling in Grades 3 and 7 only and no longer test science in any grade. Only reading and mathematics data are required to be reported in the SARC. Detailed information for language arts and spelling, as well as subgroup performance for all tests, can be found at the CDE Web site at star.cde.ca.gov.

The following tables show the percentage of students at each grade level scoring at or above the 50th percentile (the national average) on the reading and mathematics portions of the CAT/6:

NRT – Reading

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
3	76.9	85.0	71.8	36.4	37.5	39.1	35	36	37

NRT – Mathematics

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
3	92.3	100.0	70.0	56.8	58.1	58.9	53	54	55

2006 NRT Subgroups – Reading

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
3	78.3	62.5	—	71.1	—	71.8	—	81.8

2006 NRT Subgroups – Mathematics

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
3	83.3	50.0	—	69.2	—	70.0	—	81.8

2006 NRT Racial/Ethnic Groups – Reading

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
3	—	—	—	—	—	—	—	69.0

2006 NRT Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
3	—	—	—	—	—	—	—	66.7

Local Assessment Results

The Developmental Reading Assessment (DRA) is used to identify students in Grades K–3 who are reading below grade level and need support. It is administered during a one-on-one conference in which a student reads specially selected texts to the teacher. The DRA 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 language proficient and English learners. Since district standard cut points (i.e., the places where students score at different levels) have changed over time, last year’s cut points are used across all reported years. As a result, data reported for earlier years below may not be consistent with data reported in previous SARCs or with data reported online using each year’s cut points.

The Stanford Diagnostic Reading Test (SDRT) was used prior to the 2004–05 school year to identify students in Grades 4–10 who were reading below grade level and needed support and intervention. The SDRT was administered in a group setting and assessed vocabulary, comprehension, and scanning skills. For students reading significantly below grade level on the SDRT, the Analytical Reading Inventory (ARI) (Grades 4–8) and Informal Reading Inventory (IRI) (Grades 9–10) were used to reevaluate students and identify appropriate supports and interventions. Data reported are for English-speaking students.

The Degrees of Reading Power (DRP) test took the place of the SDRT starting in the 2004–05 school year. DRP tests are group-administered measures of how well students understand the surface meaning of what they read. They measure the process of reading rather than products of reading, such as main idea and author purpose. The tests are administered in the fall and spring to students in Grades 4–8.

The District Mathematics Test (DMT) is given to students in Grades 5 near the end of the school year. It assesses grade-level mathematics skills and is tied to state content standards. The results are used to identify students in need of additional mathematics support. The DMT score and the end-of-year mathematics grade determine the student's performance level and guide placement decisions in mathematics courses for the following year. Different tests are given to fifth and sixth graders.

To protect student privacy, “—” is used in the following table instead of the percentage when the number of students tested is 10 or less in that category. There is no district-mandated writing test.

THIS SECTION DOES NOT APPLY TO THIS SCHOOL.

California Physical Fitness Test Results (2006)

The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. This table displays by grade level the percentage of students meeting fitness standards (scoring in 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 CDE Web site at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percentage of Students Meeting Fitness Standards
5	58.7

ACCOUNTABILITY

Academic Performance Index (API)

The 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 API performance target of 800. Detailed information about the API can be found at the CDE Web site at 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 in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	10	10	10
Similar Schools	10	8	8

API Changes by Student Group—Three-Year Comparison

This table displays by student group the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth). Note: a blank means that the student group is not numerically significant, "B" means the school did not have a valid 2005 API Base and will not have any growth or target information, and "C" means the school had significant demographic changes and will not have any growth or target information.

Group	Actual API Change			API Score
	2004	2005	2006	2006
All Students at the School	-24	45	-13	912
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Indochinese				
Pacific Islander				
White	-20	35	-21	909
Socioeconomically Disadvantaged				
English Learners	—	—		
Students with Disabilities	—	—		

State Award and Intervention Programs

Although the California Education Code currently includes state intervention and awards programs, the programs were not funded for the period addressed by this report.

Adequate Yearly Progress (AYP)

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

- At minimum of a 95 percent participation rate on the state's standards-based assessments in English language arts (ELA) and mathematics
- A certain percentage of students who scored proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator (i.e., the school must show growth of at least one point for 2005–06 or have a 2006 API Growth score of at least 590)
- Graduation rate (for secondary schools only, the school must have a 2006 graduation rate of at least 82.9, show improvement in the graduation rate from 2005 to 2006 of at least 0.1, OR show improvement in the average two-year graduation rate of at least 0.2)

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

AYP Overall and by Criteria (2006)

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	Yes
Participation Rate—English Language Arts	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percentage Proficient—English Language Arts	Yes	Yes
Percentage Proficient—Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools receiving Title I funding enter federal 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 CDE Web site at www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	N/A	—
Year in Program Improvement	N/A	—
Number of Schools Currently in Program Improvement	—	52
Percentage of Schools Currently in Program Improvement	—	27.4

SCHOOL COMPLETION AND POSTSECONDARY PREPARATION (SECONDARY SCHOOLS)

THIS SECTION DOES NOT APPLY TO THIS SCHOOL

INSTRUCTIONAL PLANNING AND SCHEDULING

School Instruction and Leadership

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–5. Explorer now collaborates with High Tech High Learning to provide a K–12 educational path for students.

Curriculum is continually evaluated as it applies to California state standards and meaningful integrated studies at the highest level. The principal and a part-time curriculum coordinator supervise teachers by making 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

Explorer's faculty is able to attend the district's workshops and independent conferences. We arrange for faculty workshops and in-service training at the school. Our faculty is outstanding and provides leadership trainings in addition to outside consultancies.

Instructional Minutes (2006)

The California Education Code establishes a set number of instructional minutes per year for each grade level. The table below shows the number of instructional minutes offered compared to the state requirement.

Grade Level	Instructional Minutes	
	Offered	Required
K	61,975	36,000
1	58,475	50,400
2	58,475	50,400
3	58,475	50,400
4	58,475	54,000
5	58,475	54,000
6	58,475	54,000

Minimum Days in School Year

In 2005–06, Explorer Elementary had 36 minimum or shortened days for students. The extra time on those days was used for staff development, parent conferences, and teacher planning. At Explorer, students are dismissed at 12:30 p.m. on Wednesdays for teacher planning and professional development.