



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

## Executive Summary School Accountability Report Card, 2007-08

### Explorer Elementary School

Address: 2230 Truxtun Rd. , San Diego CA 92106 Phone: 619-398-8600  
 Principal: Jill Green Grade Span: K - 5

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

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.

### Student Enrollment

Group	Percent
African American	4.73 %
American Indian or Alaska Native	0.95 %
Asian	5.99 %
Filipino	1.89 %
Hispanic or Latino	16.72 %
Pacific Islander	0.32 %
White (not Hispanic)	69.4 %
Multiple or No Response	%
Socioeconomically Disadvantaged	4 %
English Learners	%
Students with Disabilities	15 %
<b>Total Number of students</b>	<b>317</b>

## Teachers

Indicator	Teachers
Teachers with full credential	20
Teachers without full credential	3
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

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 secured a new site at 2230 Truxtun Road in San Diego. The new facility has 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. Maintenance of the outdoor and indoor space occurs daily and all students participate in an after lunch outdoor clean up.

### Repairs Needed

None needed

### Corrective Actions Taken or Planned

None needed

## 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	\$8,137
District	\$6,772
State	\$5,300

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	81%
Mathematics	87%
Science	72%

## Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	922
Statewide Rank (from 2007 Base API Report)	10
2008-09 Program Improvement Status (PI Year)	Not in PI



## 2007-08 School Accountability Report Card Report (SARC)

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 at the [SARC](#) Web site. 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 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 schools contact information.

School		District	
School Name	Explorer Elementary	District Name	San Diego Unified
Street	2230 Truxtun Rd.	Phone Number	619-725-8000
City, State, Zip	San Diego , CA 92106	Web Site	www.sandi.net
Phone Number	619-398-8600	Superintendent	Terry Grier
Principal	Jill Green	E-mail Address	pturnbull@sandi.net
E-mail Address	jgreen@explorerelementary.com	CDS Code	37-68338-6117683

#### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

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.

### Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

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.

### 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
Kindergarten	60
Grade 1	40
Grade 2	60
Grade 3	40
Grade 4	69
Grade 5	48
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	317

### 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
African American	4.73 %
American Indian or Alaska Native	0.95 %
Asian	5.99 %
Filipino	1.89 %
Hispanic or Latino	16.72 %
Pacific Islander	0.32 %
White (not Hispanic)	69.4 %
Multiple or No Response	%
Socioeconomically Disadvantaged	4 %
English Learners	%
Students with Disabilities	15 %

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

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

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	3			20.0	3			20.0	5		
1	20.0	3			20.0	5			20.0	2		
2	20.0	3			20.0	2			20.0	4		
3	20.0	2			20.0	3			20.0	3		
4	23.0		2		23.0		2		23.0		4	
5	23.0		2		24.0		3		24.0		3	

## 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	20.0	15			20.0	15			20.0	15		
Mathematics	20.0	15			20.0	15			20.0	15		
Science	20.0	15			20.0	15			20.0	15		
Social Science	20.0	15			20.0	15			20.0	15		

### III. School Climate

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

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

It is the goal of Explorer Elementary Charter School to provide experiences for children that teach them compassion, commitment, and concern for others. It is understood that children learn what they experience, and therefore all adults model appropriate behavior for children. The faculty at the school help children behave in ways that are conducive to learning and building community. Classroom experiences create developmentally appropriate opportunities for autonomy and positive decision making. The essence of discipline is understanding behavior and finding effective alternatives to punishment. At Explorer Elementary Charter School, we are dedicated to helping children learn to meet their own needs while respecting the needs of others. Within each classroom, age-appropriate rules and consequences are decided upon in the beginning of the school year. Teachers form empathic and positive relationships with their students, holding them to high standards of behavior. Children and teachers decide upon rules together for their mutual benefit. They also decide upon solutions that will be helpful to all concerned should problems arise. When teachers make decisions without a student's input, they use firmness with kindness, dignity and respect.

It is our strong belief that while punishment may work in the short term to stop misbehavior immediately, long-range results may include resentment, revenge, rebellion, and/or retreat. Therefore, Explorer Elementary Charter School uses discipline that is not humiliating to children. Its purpose is to achieve long-range goals as well as responsibility and immediate cooperation. It is based upon mutuality and incorporates clear and firm expectations with respect for children so that a foundation for teaching life skills, good decision-making and self-control is emphasized. The main objective in assigning consequences for misbehavior is to assist children in making good choices, whether in the classroom, at lunch

time, or during recess. When a child is **unsafe, interrupts learning, or clearly does not respect the needs of others**, the following course of action occurs:

- Children are reminded of the expected behavior and previously agreed-upon school standards.
- Should the behavior continue, the teacher will conference with the child to determine good decision making.
- When inappropriate behavior does not change, the principal and/or social curriculum coordinator will be consulted.
- Finally, a conference will be called with the parent in order to assist the child in meeting the school's expectations for behavior.

If at any time a child's behavior is unsafe or dangerous to himself/herself, or to another child or teacher, the child will be sent home from school for at least the remainder of the school day. The school upholds the right to further suspend or require a child be withdrawn from school should these behaviors occur or it be determined that the school cannot meet the child's academic, social, or emotional needs. Explorer Elementary Charter School regards suspensions and expulsion as a last resort. Should the child's behavior be dangerous to self, to others, or the teachers, or if the school decides it cannot meet the child's needs, expulsion will occur according to the policies designated in its charter.

#### SCHOOL WIDE RULES

- Respect the needs and feelings of others
- Use appropriate language and demonstrate concern for the property of teachers and peers
- Be safe and be considerate of the safety of others
- Remain in the classroom or on school grounds unless permission is given by the teacher or administrator to leave

### 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	0	0	0	0.0	9.7	8.2
Expulsions	0	0	0	0.0	0.3	0.2

## IV. School Facilities

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

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

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 secured a new site at 2230 Truxtun Road in San Diego. The new facility has 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. Maintenance of the outdoor and indoor space occurs daily and all students participate in an after lunch outdoor clean up.

### 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			NA
Mechanical Systems	X			NA
Windows/Doors/Gates (interior and exterior)	X			NA
Interior Surfaces (walls, floors, and ceilings)	X			NA
Hazardous Materials (interior and exterior)	X			NA
Structural Damage	X			NA
Fire Safety	X			NA

Electrical (interior and exterior)	X			NA
Pest/Vermin Infestation	X			NA
Drinking Fountains (inside and outside)	X			NA
Restrooms	X			NA
Sewer	X			NA
Playground/School Grounds	X			NA
Roofs	X			NA
Overall Cleanliness	X			NA

## 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	Exemplary			

## 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 at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	17	20	20	6569
Without Full Credential	2	2	3	756
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 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB Web site](#).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	63.0	37.0
All Schools in District	97.7	2.3
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	99.6	0.4

## 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)	0	N/A
Library Media Services Staff (paraprofessional)	0.4	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0.4	N/A
Other	0	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, 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	The school adopts textbooks	0
Mathematics	and instructional materials	0
Science	based on the school and	0
History-Social Science	individual student needs for	0
Foreign Language	each of the	0

Health	subject areas to	0
Visual and Performing Arts	the right	0

## 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 and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,133	\$714	\$8,419	\$57,115
District	N/A	N/A	\$6772	\$55,123
Percent Difference – School Site and District	N/A	N/A	18%	4%
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	42%	-13%

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

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

Explorer participates in the National School Lunch Program and runs an extensive after-school program.

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

This table displays district-level salary information 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.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37790	\$40721
Mid-Range Teacher Salary	\$57422	\$65190
Highest Teacher Salary	\$76834	\$84151
Average Principal Salary (Elementary)	\$104884	\$104476
Average Principal Salary (Middle)	\$106912	\$108527
Average Principal Salary (High)	\$112437	\$119210
Superintendent Salary	\$273706	\$210769
Percent of Budget for Teacher Salaries	37.2 %	39.9 %
Percent of Budget for Administrative Salaries	5.0 %	5.5 %

## 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.

### 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	88	82	81	44	45	47	42	43	46
Mathematics	85	85	87	39	39	41	40	40	43
Science	80	85	72	26	31	42	35	38	46
History-Social Science				31	31	34	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### 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	*	*	*	
American Indian or Alaska Native	*	*		
Asian	77	85	*	
Filipino	*	*	*	
Hispanic or Latino	86	82	*	
Pacific Islander	*	*		
White (not Hispanic)	81	90	76	
Male	77	89	76	
Female	84	86	67	
Economically Disadvantaged	*	*	*	
English Learners				
Students with Disabilities	55	81	*	
Students Receiving Migrant Education Services				

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2007-08)

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 on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	56.3
7	0
9	0

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## 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.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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	10	10	10
Similar Schools	8	2	10

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

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6117683

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### 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	-13	19	-3	922

African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-21	28	-3	928
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

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

**"\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

**"A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

**"B"** means the school did not have a valid 2007 Base API and will not have any growth or target information.

**"C"** means the school had significant demographic changes and will not have any growth or target information.

**"D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

**"E"** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### 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.

### 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	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No

### 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.

Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	58
Percent of Schools Currently in Program Improvement	N/A	27.0

## 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.

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.

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