



Shool Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Explorer Elementary School

Address: 2230 Truxtun Rd. , San Diego CA 92106-6128
 Principal: Jill Green

Phone: 619-398-8600
 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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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	4.36 %
American Indian or Alaska Native	0.93 %
Asian	6.54 %
Filipino	2.49 %
Hispanic or Latino	19.63 %
Pacific Islander	0.31 %
White (not Hispanic)	65.73 %
Multiple or No Response	%
Socioeconomically Disadvantaged	6.00 %
English Learners	%
Students with Disabilities	12.00 %
Total Number of Students	321

Teachers

Indicator	Teachers
Teachers with full credential	21
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	6
Total Teacher Misassignments	6

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	82%
Mathematics	85%
Science	83%
History-Social Science	NA

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	920
Statewide Rank (from 2008 Base API Report)	10
2009-10 Program Improvement Status (PI Year)	

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	\$5,512

School Completion

Indicator	Result
Graduation Rate	NA

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%



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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page 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 2009-10)

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 92106-6128	Web Site	www.sandi.net
Phone Number	619-398-8600	Superintendent	William Kowba
Principal	Jill Green	E-mail Address	superintendent@sandi.net
E-mail Address	jgreen@explorerelementary.com	CDS Code	37- 68338- 6117683

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

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 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Parents are involved in the school at every level. From volunteering in the classrooms to initiating school-wide 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 2008-09)

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

Grade Level	Number of Students
Kindergarten	39
Grade 1	61
Grade 2	40
Grade 3	60
Grade 4	48
Grade 5	73
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	321

III. School Climate

School Safety Plan (School Year 2008-09)

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 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0	0	0	9.7	8.9	6.1
Expulsions	0	0	0	0.3	0.3	0.2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	20	20	22	7071
Without Full Credential	2	3	2	139
Teaching Outside Subject Area of Competence			0	NA

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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	6	6
Total Teacher Misassignments	0	6	6
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the [CDE Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	97.6	2.4
High-Poverty Schools in District	96.5	3.5
Low-Poverty Schools in District	98.7	1.3

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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		
Library Media Teacher (Librarian)		0.4
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	0.4
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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 subject	0%
Health	areas	0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)		0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,133	\$713	\$8149	\$57,115
District	N/A	N/A	\$6,772	\$63,424
Percent Difference – School Site and District	N/A	N/A	17%	-10%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	36%	-15%

Types of Services Funded (Fiscal Year 2008-09)

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 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,412	\$42,065
Mid-Range Teacher Salary	\$59,886	\$67,109
Highest Teacher Salary	\$80,592	\$86,293
Average Principal Salary (Elementary)	\$109,261	\$107,115
Average Principal Salary (Middle)	\$111,356	\$112,279
Average Principal Salary (High)	\$118,935	\$122,532
Superintendent Salary	\$269,000	\$216,356
Percent of Budget for Teacher Salaries	38.10 %	39.40 %
Percent of Budget for Administrative Salaries	5.10 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	77	81	82	45	47	51	43	46	50
Mathematics	84	87	85	39	41	44	40	43	46
Science	85	72	83	31	42	48	38	46	50
History-Social Science	0	0	0	31	34	40	33	36	41

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.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	71	86	*	
Filipino	*	*	*	
Hispanic or Latino	62	74	71	
Pacific Islander	*	*	*	
White (not Hispanic)	88	90	88	
Male	81	86	86	
Female	82	84	81	
Economically Disadvantaged	43	46	*	
English Learners	*	*		
Students with Disabilities	58	71	*	
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 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten 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.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.5	31.0	53.5
7	0.0	0.0	0.0
9	0.0	0.0	0.0

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 on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	10	10	10
Similar Schools	2	10	9

- "N/A"** means a number is not applicable or not available due to missing data.
- "B"** means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.
- "C"** means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.
- " * "** means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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
	2006-07	2007-08	2008-09	2009
All Students at the School	19	-3	-1	920
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	28	-3	2	930
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 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	Yes

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	82
Percent of Schools Currently in Program Improvement	N/A	37.6

XI. 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.

XII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92