

Executive Summary School Accountability Report Card, 2009-10

Explorer Elementary School

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

Phone: 619-795-3600

Principal: Jean Kluver

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 information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 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

It is the mission of Explorer Elementary Charter School to successfully blend a child-centered, socially intelligent approach to education with exemplary curriculum and high standards for its students. The school serves children in kindergarten through fifth grade. It is committed to providing an environment that emphasizes learning as an interactive process focusing on individual needs of students. The School strives to develop critical thinkers who are caring, confident and lifelong learners in a diverse community that is sensitive to the needs of each child.

Explorer Elementary Charter School believes that an educated child is a child who questions, thinks deeply, finds information and answers, and cares about continuing to learn. Such a child is self-aware and extends this awareness into academic and social life making him or her a successful citizen in the 21st century. 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	Enrollment
Number of students	341
Black or African American	5%
American Indian or Alaska Native	0%
Asian	7%
Filipino	4%
Hispanic or Latino	27%
Native Hawaiian/Pacific Islander	1%
White (not of Hispanic origin)	56%
Two or More Races	0%
Socioeconomically Disadvantaged	15%
English Learners	12%
Students with Disabilities	10%

Teachers

Indicator	Teachers
Teachers with full credential	22
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	5
Total Teacher Misassignments	5

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	75%
Mathematics	85%
Science	77%
History-Social Science	NA

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	903
Statewide Rank (from 2009 Base API Report)	10
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	13/13
2010–11 Program Improvement Status (PI Year)	NA

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 Area	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 * data from 0910	\$7,766
District * data from 0809	\$5,262
State *data is from 0809	\$5,681

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Completion

Indicator	Result
Graduation Rate (if applicable)	NA

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	NA

Explorer Elementary School
School Accountability Report Card
Reported Using Data from 2009–10 School Year
Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, 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 at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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 2010–11)

This section provides the school's 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	619-795-3600	Superintendent	William Kowba
Principal	Jean Kluver	E-mail Address	superintendent@sandi.net
E-mail Address	jkluver@explorerelementary.com	CDS Code	37- 68338- 6117683

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

It is the mission of Explorer Elementary Charter School to successfully blend a child-centered, socially intelligent approach to education with exemplary curriculum and high standards for its students. The school serves children in kindergarten through fifth grade. It is committed to providing an environment that emphasizes learning as an interactive process focusing on individual needs of students. The School strives to develop critical thinkers who are caring, confident and lifelong learners in a diverse community that is sensitive to the needs of each child.

Explorer Elementary Charter School believes that an educated child is a child who questions, thinks deeply, finds information and answers, and cares about continuing to learn. Such a child is self-aware and extends this awareness into academic and social life making him or her a successful citizen in the 21st century. 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 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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. Please contact volunteers@pcee.info to learn more.

Student Enrollment by Grade Level (School Year 2009–10)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	65	Grade 8	
Grade 1	46	Ungraded Elementary	
Grade 2	65	Grade 9	
Grade 3	44	Grade 10	
Grade 4	73	Grade 11	
Grade 5	48	Grade 12	
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	341

Student Enrollment by Group (School Year 2009–10)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5%	White	56%
American Indian or Alaska Native	0%	Two or More Races	0%
Asian	7%	Socioeconomically Disadvantaged	15%
Filipino	4%	English Learners	12%
Hispanic or Latino	27%	Students with Disabilities	10%
Native Hawaiian/Pacific Islander	1%		

III. School Climate

School Safety Plan (School Year 2009–10)

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	0	0	0	9%	7%	9%
Expulsions	0	0	0	1%	1%	1%

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

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

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 2010–11)

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 at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	20	21	22	256
Without Full Credential	3	4	3	NA
Teaching Outside Subject Area of	0	0	0	NA

Competence				
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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	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	6	5	5
Total Teacher Misassignments	6	5	5
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	58%	42%
High-Poverty Schools in District	99	1%
Low-Poverty Schools in District	NA	NA

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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		
Counselor (Social/Behavioral or Career Development)		n/a
Library Media Teacher (librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a

Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)	1.0	n/a
Other		n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	The school adopts textbooks	0%	NA
Mathematics	and instructional materials	0%	NA
Science	based on the school and	0%	NA
History-Social Science	individual student needs for	0%	NA
Foreign Language	each of the subject	0%	NA
Health	areas	0%	NA
Visual and Performing Arts		0%	NA
Science Laboratory Equipment (grades 9-12)		0%	NA

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09) *Note site data is from 2009-10)

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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,766	NA	NA	\$54,946
District	NA	NA	NA	\$64,318
Percent Difference – School Site and District	NA	NA	NA	-15%
State	\$5861	NA	NA	\$68,179
Percent Difference – School Site and State	34%	NA	NA	-20%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

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

Teacher and Administrative Salaries (Fiscal Year 2008–09 *Note site data is from 2009-10)

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 at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,412	\$42,377
Mid-Range Teacher Salary	\$59,886	\$67,667
Highest Teacher Salary	\$80,829	\$87,102
Average Principal Salary (Elementary)	\$108,779	\$108,894
Average Principal Salary (Middle)	\$111,260	\$113,719
Average Principal Salary (High)	\$119,354	\$124,531
Superintendent Salary	\$269,000	\$223,323
Percent of Budget for Teacher Salaries	39.6%	40%
Percent of Budget for Administrative Salaries	5.2%	5.5%

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 assessments under the STAR program 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 nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and 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 is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. 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. On each of these assessments, 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	81%	82%	75%	47%	52%	56%	46%	50%	49.9%
Mathematics	87%	85%	85%	42%	46%	49%	43%	46%	45.8%
Science	72%	83%	77%	42%	49%	57%	46%	50%	49.5%
History-Social Science	NA	NA	NA	35%	41%	46%	36%	41%	41.0%

Standardized Testing and Reporting 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
All Students in the LEA	75%	85%	77%	NA
All Students at the School	75%	85%	77%	NA
Male	74%	89%	80%	NA
Female	75%	82%	40%	NA
Black or African American	63%	88%	NA	NA
American Indian or Alaska Native	0%	100%	NA	NA
Asian	85%	92%	NA	NA
Filipino	40%	100%	NA	NA
Hispanic or Latino	56%	69%	100%	NA
Native Hawaiian or Pacific Islander	100%	100%	NA	NA
White	83%	92%	67%	NA
Two or More Races	NA	NA	NA	NA
Socioeconomically Disadvantaged	80%	90%	71%	NA
English Learners	NA	NA	NA	NA
Students with Disabilities	48%	68%	100%	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA

California Physical Fitness Test Results (School Year 2009–10)

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 the 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 Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. *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.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	92%	73%	35%
7	NA	NA	NA
9	NA	NA	NA

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	10	10	10
Similar Schools	10	9	9

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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School			NA
Black or African American			NA
American Indian or Alaska Native			NA
Asian			NA
Filipino			NA
Hispanic or Latino			B
Native Hawaiian/Pacific Islander			
White	-3	2	-1
Two or More Races			NA
Socioeconomically Disadvantaged			NA
English Learners			NA
Students with Disabilities			NA

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	901		
Black or African American	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA
Asian	NA	NA	NA
Filipino	NA	NA	NA
Hispanic or Latino	840		
Native Hawaiian/Pacific Islander	NA	NA	NA
White	929		
Two or More Races	NA	NA	NA
Socioeconomically Disadvantaged	763		
English Learners	NA	NA	
Students with Disabilities	NA	NA	

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

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	NA	NA

Federal Intervention Program (School Year 2010–11)

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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	n/a	NA
Percent of Schools Currently in Program Improvement	n/a	NA

XI. School Completion and Postsecondary Preparation

Section not applicable to school site.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Explorer teachers spend two full days and approximately 18 half days engaged in professional development, which is planned collaboratively by the teachers and the principal. An additional 18 half days and five full days are spent by teachers collaboratively planning their curriculum and classroom projects. In addition, teachers spend many days over the summer in formal or informal professional development, research, and planning. Explorer teachers are continuously reflecting on their classroom practice and on the needs of children and plan for professional development accordingly.