

Executive Summary School Accountability Report Card, 2010–11

For LPS College Park

Address:	344 Thomas L. Berkley Way, Ste. 340, Oakland, CA, 94612	Phone:	510-633-0750
Principal:	Lisa Haynes, Principal	Grade Span:	9-12

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. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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

OUR VISION

LPS's vision is that all students - regardless of background, ethnicity, or neighborhood - receive an excellent education that prepares them to succeed in college and improve their community.

OUR MISSION

LPS's mission is to serve diverse and traditionally underserved students by building a network of outstanding small public high schools where we:

- Prepare our students to succeed in college and beyond.
- Develop effective student leaders, and
- Partner and share best practices with school districts to strengthen both ourselves and other public schools

Student Enrollment

Group	Enrollment
Number of students	261
Black or African American	18.8%
American Indian or Alaska Native	0.4%
Asian	1.1%

Filipino	0.0%
Hispanic or Latino	78.5%
Native Hawaiian or Pacific Islander	1.1%
White	0.0%
Two or More Races	0.0%
Socioeconomically Disadvantaged	95.8%
English Learners	70.9%
Students with Disabilities	6.1%

Teachers

Indicator	Teachers
Teachers with full credential	17
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	20%
Mathematics	17%
Science	20%
History-Social Science	15%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
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2011 Growth API Score (from 2011 Growth API Report)	605
Statewide Rank (from 2010 Base API Report)	1
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 2 of 6
2011–12 Program Improvement Status (PI Year)	Year 4

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

School Facilities

Summary of Most Recent Site Inspection

LPS College Park operates a closed campus in space provided by the Oakland Unified School District (OUSD) under Proposition 39. Building 100, the former science wing at Castlemont High School, consists of 18 classrooms. The Auditorium is shared with Leadership Prep, CBITS and EOSA. While Building 100 is in need of modernization, OUSD has informed LPS that the school building is in compliance with applicable safety and building codes. LPS College Park employs an independent contractor to provide janitorial services during non-school hours.

To improve access and building safety LPS has invested considerable funds into ornamental fencing, and a secure pedestrian gate with intercom and surveillance system. LPS has also hired OUSD to add additional exterior lighting to the building entryway. LPS College Park's entrance is also on the north side of campus separate from the main Castlemont entry to improve building security and reduce traffic congestion.

Repairs Needed

While Building 100 is in need of modernization, the building is in relatively good repair. Ongoing maintenance issues are reported to OUSD Buildings & Grounds as they arise. The largest building maintenance issues for Building 100 continue to be reliable heat during the winter, a well-functioning elevator, electrical and access to gas for the science labs.

Corrective Actions Taken or Planned

LPS College Park works with OUSD Buildings & Grounds to resolve the larger building maintenance issues. LPS has invested its own funds in the building to enhance the building's condition and improve its systems.

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)	10%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,522
District	\$7,522
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	63.29

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0
Graduates Who Completed All Courses Required for University of California or California State University Admission	36%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 2011–12)

School		District	
School Name	LPS College Park	District Name	Oakland Unified

Street	344 Thomas L. Berkley Way, Ste. 340	Phone Number	(510) 879-8582
City, State, Zip	Oakland, CA, 94612	Web Site	www.ousd.k12.ca.us
Phone Number	510-663-0750	Superintendent	Anthony Smith
Principal	Lisa Haynes, Principal	E-mail Address	tony.smith@ousd.k12.ca.us
E-mail Address	lhaynes@leadps.org	CDS Code	01612590101469

School Description and Mission Statement (School Year 2010–11)

OUR VISION

LPS's vision is that all students - regardless of background, ethnicity, or neighborhood - receive an excellent education that prepares them to succeed in college and improve their community.

OUR MISSION

LPS's mission is to serve diverse and traditionally underserved students by building a network of outstanding small public high schools where we:

- Prepare our students to succeed in college and beyond.
- Develop effective student leaders, and
- Partner and share best practices with school districts to strengthen both ourselves and other public schools.

OUR LEADERSHIP VALUES

1. COMMITMENT: All students, staff and members of the Leadership community unwaveringly focus on producing strong academic performance and student leadership development. This means doing what it takes to prepare all LPS students for college and beyond. This is absolutely necessary if we are going to achieve our personal, school, organization, and community goals. There are no short cuts.

We show this commitment by A) working hard, B) persisting in overcoming personal and societal obstacles when needed, C) following our commitments and agreements, and D) striving for both continual improvement and excellence.

2. RESPECT: All students, staff and members of the Leadership community work together as a team and treat each other with dignity and civility. What we do and say affects ourselves, each other, and our schools.

We show respect by A) acting with honesty and integrity, B) valuing the diversity of our community, C) seeking first to understand before seeking

to be understood, D) assuming good intentions, E) when possible, resolving our own conflicts, going to the “source” (the person involved) rather than complaining to others, and F) supporting each other when needed.

3. RESPONSIBILITY: All students, staff and members of the Leadership community take responsibility for their own actions and the actions of the community. In order to create schools with extraordinary results and successful students, each person must not only carry his or her own weight, but also go the extra mile for others.

We show responsibility by A) accepting responsibility for our own behavior, B) avoiding blaming others and instead looking for solutions, C) stepping in to help others when needed, and D) taking responsibility for both our own learning and the learning of others.

4. VALUING OUR STUDENTS AND OUR EMPLOYEES: The LPS community—our students, parents, teachers, and staff—are the reason we will excel and achieve our mission. LPS endeavors to sustain their vision and vigor with a stimulating and rewarding environment.

We show the importance of our students and employees by: A) supporting the learning of our employees with ample professional development; B) providing nurturing, personalized attention to our students and their families, C) evaluating students and employees with clear, careful and fact-based evaluation processes; D) offering competitive wages and benefits to employees; E) having fun and celebrating success; and F) While seeking to deliver an ambitious mission, striving to create balance and respect the lives people have outside Leadership Public Schools.

5. HARNESSING THE POWER OF THE LEADERSHIP NETWORK: A network of schools is more effective and sustainable than individual schools because of the great potential for creating a larger learning community, sharing best practices, cost savings and providing significant startup, operational and educational support.

We help build a strong network of schools by: A) focusing on student and school performance; B) disseminating the innovations and lessons learned across the network; C) encouraging students, parents, and all staff to use the network for learning; D) forging strong relationships between the home office and the schools, E) maintaining a strong customer service ethic at the home office; F) making decisions with the maximum appropriate involvement of affected constituencies; and by G) being careful stewards of our resources.

Opportunities for Parental Involvement (School Year 2010–11)

LPS College Park recognizes that students learn best when parents are engaged in their education.

Almost all current research indicates that parental involvement is the single

most important ingredient to student success after socioeconomic status. Accordingly, LPS College Park reaches out to parents and involves them with the school in a meaningful way. This may include representation on the Board of Trustees, communicating critical information via our parent newsletters, participation in monthly Parent Association meetings, sending weekly phone messages via our automated telephone system, engaging in parent-teacher conferences, making monthly phone calls made by advisory teachers to report student progress to parents, providing a variety of volunteer opportunities, and school fundraising among other things.

The School Advisory Council (SAC) is comprised of all School constituencies, including parents, students, teachers and administrators. The SAC will participate in proposing school policies, interviewing teaching and staff candidates, sharing in the efforts to improve the school and engaging the support of the community. The SAC may make recommendations about issues related to LPS College Park and participate in reviewing parental and community concerns. The Principal is responsible for reporting all SAC recommendations to the Leadership Board of Trustees. Either the SAC or the appropriately configured subcommittees of the SAC will constitute a School Site Committee (SSC) or English Language Advisory Committee (ELAC) when LPS College Park receives categorical funds with these requirements.

LPS College Park is committed to working with parents to address parent concerns. Parents will be encouraged to share their ideas and concerns us throughout the school year. In addition, Leadership has established a formal complaint process to address parental concerns about any particular employee. The currently proposed Community Complaint Procedures, subject to change, is included in our supplemental information package.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	77
Grade 3	0	Grade 10	68
Grade 4	0	Grade 11	62
Grade 5	0	Grade 12	54
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	261

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	18.8%
American Indian or Alaska Native	0.4%
Asian	1.1%
Filipino	0.0%
Hispanic or Latino	78.5%
Native Hawaiian or Pacific Islander	1.1%
White	0.0%
Two or More Races	0.0%
Socioeconomically Disadvantaged	95.8%
English Learners	70.9%
Students with Disabilities	6.1%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					LEA Provided	LEA Provided	LEA Provided	LEA Provided				
1					LEA Provided	LEA Provided	LEA Provided	LEA Provided				
2					LEA Provided	LEA Provided	LEA Provided	LEA Provided				
3					LEA Provided	LEA Provided	LEA Provided	LEA Provided				
4					LEA Provided	LEA Provided	LEA Provided	LEA Provided				
5					LEA Provided	LEA Provided	LEA Provided	LEA Provided				
6					LEA Provided	LEA Provided	LEA Provided	LEA Provided				

Other					LEA Provided	LEA Provided	LEA Provided	LEA Provided				
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* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.4	2	9		23.2	8	6		24.2	2	12	
Mathematics	23.4	4	8		23.1	5	7		22.1	6	7	
Science	22.8	4	3		22.0	4	3		26.3	1	7	
Social Science	21.0	5	2		20.7	5	2		27.9	1	7	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

LPS College Park collaborates with the Oakland Unified School District and local authorities to ensure the School Safety Plan meets or exceeds safety standards. The Plan includes but is not limited to regular Emergency Safety Drills, building inspections and safety training for staff members. All staff members participate in training to ensure familiarity with emergency procedures.

LPS College Park also complies with the Education Code requirement that each new employee be fingerprinted for the purpose of obtaining a criminal background check as a condition of employment. LPS College Park follows standard health and safety practices as required by State and local law.

LPS College Park staff is charged with maintaining school security during the school day, and are supported by a qualified and uniformed security guard. All visitors to the school are required to sign in and wear a badge indicating they are a visitor. No unauthorized visitors are allowed on the campus. The School practices close communication with parents, such as calling home when a student is sick or in the case of a medical emergency to ensure the health and safety of the student body.

LPS College Park is a closed campus. Students are not allowed to leave campus at any point during the school day (including lunch) unless permission is given in writing or over the phone by a parent/guardian.

To improve access and building safety LPS invested in fencing around the front of the school, and a secure pedestrian gate with intercom and surveillance system. LPS also hired OUSD to add additional exterior lighting to the building entryway. LPS College Park's entrance is also on the north side of campus separate from the main Castlemont entry to improve building security and reduce traffic congestion.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	14.19%	35.62%	17.62%	14.79%	14.16%	12.26%
Expulsions	1.04%	4.79%	1.15%	0.15%	0.16%	0.19%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

LPS College Park is located in Building 100 on the Castlemont Community of Small Schools at 8601 MacArthur Boulevard in Oakland.

Safety, Cleanliness & Adequacy of the Facilities: LPS College Park operates a closed campus in space provided by the Oakland Unified School District (OUSD) under Proposition 39. Building 100, the former science wing, consists of 18 classrooms. The Auditorium is shared with Leadership Prep, CBITS and EOSA. While Building 100 is in need of modernization, OUSD has informed LPS that the school building is in compliance with applicable safety and building codes. LPS College Park employs an independent contractor to provide janitorial services during non-school hours.

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Degree to which buildings and grounds provide adequate space for teaching and learning (classroom space, playground space & staff space): Our facility meets our basic needs for classroom space. In December 2006, the school paid to convert most of the blackboards into whiteboards. To meet LPS College Park's increasing enrollment, OUSD provided additional classroom space, reallocating an EOSA classroom portable.

Condition of restrooms, floors, walls, roof, electrical and plumbing systems: Our facilities in Building 100 are somewhat dated and in need of modernization; heating and plumbing systems are functional but require frequent maintenance and repairs. Roofs, walls, and floors are in good condition with exception of minor maintenance requests. The elevator in Building 100 is dated and unreliable and is in need of constant repair. The exterior key access to the elevator has been tampered with and is in need of replacement. The school does not have keys to call the elevator from the second floor.

Suitability of the facility as a learning environment including, but not limited to, lighting, heating, cooling and noise negation; the condition of the school's fire alarm system; the condition of the school's technology infrastructure: Noise negation is not an issue. The School's fire alarm system functions properly and is regularly maintained. LPS College Park has also invested funds to create and maintain its technology infrastructure and computer lab. LPS College Park offers Read 180, Academic Numeracy, and Cyber High to aid credit recovery and strengthen core academic skills.

Efforts to keep the building and grounds clean, free of litter and graffiti, etc.: The School employs an independent contractor that provides janitorial services. They are responsible for keeping Building 100 and its immediate grounds clean and free of litter and removing graffiti when necessary.

Efforts to ensure the school facilities are in good repair and safe for students and staff: The School retains the services of an independent handyman as necessary. OUSD also provides deferred maintenance services for facilities used by LPS College Park as required under Proposition 39.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X		Some thermostats do not work- heater breaks down on a frequent basis during winter, heaters are noisy- OUSD notified
Interior: Interior Surfaces				X	Ceiling damage due to water leaks in several locations throughout the building. OUSD Notified.
Cleanliness: Overall Cleanliness, Pest/ Vermin		X			

Infestation					
Electrical: Electrical			x		No documentation on electrical circuits, difficult to plan electrical loads of classrooms- work with OUSD B&G and outside electricians
Restrooms/Fountains: Restrooms, Sinks/Fountains			x		Inoperable- OUSD notified
Safety: Fire Safety, Hazardous Materials			x		
Structural: Structural Damage, Roofs			x		
External: Playground/School Grounds, Windows/Doors/Gates/Fences			x		Repairs on window hardware throughout building needed. Blinds in some rooms are inoperable. Improved access to other areas of school grounds needed
Overall Rating	LEA Provided	x			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	10	16	17	17
Without Full Credential	6	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0

Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	n/a	n/a

Note: 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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	261
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)	n/a	
Library Media Services Staff (paraprofessional)	n/a	
Psychologist	.2	

Social Worker	n/a	
Nurse	.2	
Speech/Language/Hearing Specialist	n/a	
Resource Specialist (non-teaching)	n/a	
Other	n/a	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<p><i>All English courses use the grade appropriate version of the Elements of Language text (Holt)</i></p> <p><i>In addition, the following books are read by students during the year:</i></p> <p>Grade 9: The Odyssey (Homer); The Hobbit (J.R.R. Tolkien); Romeo and Juliet (Shakespeare); A Raisin in the Sun (Hansberry); The Giver (Mowry)</p> <p>Grade 10: Night (Wiesel); Johnny Got His Gun (Trumbo); Animal Farm (Orwell)</p>	YES	0%

	<p>Grade 11: Narrative of the Life of Frederick Douglass (<i>Douglass</i>); Catcher in the Rye (<i>Salinger</i>); The Great Gatsby (<i>Fitzgerald</i>)</p> <p>Grade 12: Hamlet (<i>Shakespeare</i>); Beowulf (<i>anonymous</i>); Cry the Beloved Country (<i>Paton</i>)</p>		
Mathematics	<p>Algebra 1: (<i>McDougall-Littell, 2007</i>)</p> <p>Geometry: (<i>McDougall-Littell, 2007</i>)</p> <p>Algebra 2: (<i>McDougall-Litell, 2007</i>)</p> <p>Pre-Calculus: A Graphing Approach (<i>Holt, 2004</i>)</p> <p>Algebra 1 and Geometry students also use on-line resources through our tiered curriculum project with ck-12</p>	YES	0%
Science	<p>Biology: Modern Biology: Holt</p> <p>Plus on-line, open-source tiered curriculum through our partnership with ck-12</p> <p>Integrated Science: standards based instructional materials; web-based resources</p> <p>Chemistry: Modern Chemistry: Holt</p>	YES	0%
History-Social Science	World History:	YES	0%

	Modern Times (<i>Glencoe</i>) U.S. History: History Alive: Pursuing American Ideals (<i>TCI</i>)		
Foreign Language	Sendas Literaturas (<i>Native Speakers</i>) Paso a Paso (<i>Non-native speakers</i>)	YES	0%
Health	n/a	YES	n/a
Visual and Performing Arts	Art: teacher developed instructional materials; web based resources; art supplies	YES	0%
Science Laboratory Equipment (grades 9-12)	Standards-based, content-based, grade level appropriate equipment	YES	10%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,741	\$2219	\$7,522	\$47,998
District				\$53,964
Percent Difference – School Site and District				-11%
State			\$5,455	\$69,207
Percent			+38%	

Difference – School Site and State			
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Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

LPS College Park provides a variety of programs and supplemental services to enrich the students' academic experiences, including:

21st Century High School ASSETs Program: LPS College Park implements the **21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program**, funded by a federal grant. This program provides a variety of before- and after-school academic support, CAHSEE prep, college prep, mentoring, tutoring, homework assistance, enrichment opportunities in the arts and physical fitness opportunities for all our students. This grant also affords us the opportunity to provide greater support and services to our families (e.g. computer literacy, workshops, job training, English as a second language).

After School Office Hours: Students needing additional instruction and skill development in literacy and numeracy, or students needing further support to pass the California High School Exit Exam (CAHSEE) are enrolled in an additional class after school that meets for a minimum of 3 hours weekly.

Saturday School: Enrichment opportunities are provided for our students at LPS College Park. For the last 3 years, we have had an established partnership with the UC Berkeley College of Engineering, enabling students to take four years of math in two years. Freshman students who are demonstrating strong performance in Algebra are eligible to apply for this program. In addition, SAT/ACT prep classes are held on Saturdays, teaching key strategies and tips to maximize students' success on these college entrance examinations. Further, CAHSEE "boot camps" are periodically held to improve students' ability to pass this exam.

Community College Courses: LPS College Park has developed a concurrent enrollment relationship with Laney College. Students have the opportunity to enroll in a variety of courses that provide additional enrichment, increased academic support or credit recovery.

Cyber High: Cyber High is a comprehensive “electronic high school” that is available to students at LPS College Park. Accessible via the internet, the Cyber High curriculum is aligned with the California content standards, meets the admission requirements for the UC/CSU system, and is accredited through the Fresno Unified School District. Students at LPS College Park enroll in Cyber High courses for acceleration, enrichment or credit recovery.

Revolution Foods Food Services: LPS College Park has secured Revolution Foods as our meal provider for students. Revolution Foods delivers healthy, fresh, organic meals (breakfast, lunch, after school snacks) on a daily basis to LPS. In addition, Revolution Foods provides our students ample opportunities for learning about healthy eating and nutritious food.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,456	\$42,017
Mid-Range Teacher Salary	\$54,328	\$67,294
Highest Teacher Salary	\$70,934	\$86,776
Average Principal Salary (Elementary)	\$91,546	\$108,534
Average Principal Salary (Middle)	\$92,424	\$112,893
Average Principal Salary (High)	\$100,417	\$123,331
Superintendent Salary	\$265,600	\$226,417
Percent of Budget for Teacher Salaries	28.00%	38.00%
Percent of Budget for Administrative Salaries	7.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	18%	19%	20%	38%	43%	45%	50%	52%	54%
Mathematics	14%	16%	17%	39%	44%	46%	46%	48%	50%
Science	22%	17%	20%	34%	41%	46%	50%	53%	56%
History-Social Science	18%	15%	15%	25%	27%	32%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	45%	46%	46%	32%

All Students at the School	20%	17%	20%	15%
Male	15%	17%	33%	19%
Female	23%	16%	15%	11%
Black or African American	12%	7%	8%	8%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	22%	19%	23%	13%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	18%	18%	21%	12%
English Learners	6%	10%	11%	7%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced		
	School	District	State

	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	22%	25%	27%	34%	35%	40%	52%	54%	59%
Mathematics	26%	38%	24%	37%	36%	40%	53%	54%	56%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	60%	21%	18%	60%	26%	14%
All Students at the School	73%	16%	11%	76%	19%	6%
Male	65%	18%	18%	59%	29%	12%
Female	76%	16%	8%	84%	14%	3%
Black or African American	81%	12%	6%	88%	6%	6%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	69%	20%	11%	71%	24%	6%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	0%	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	74%	17%	9%	73%	20%	7%
English Learners	91%	9%	0%	81%	14%	5%
Students with Disabilities	0%	0%	0%	0%	0%	0%

Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%
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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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9	32%	0	0

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.

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. For detailed information about the API, see the CDE *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	2008	2009	2010
Statewide	1	1	1
Similar Schools	6	1	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-42	63	-12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-56	59	3
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	-35	70	
English Learners	-62	85	34
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	172	605	26,718	726	4,683,676	778
Black or African American	34	565	8,537	652	317,856	696
American Indian or Alaska Native	1		95	703	33,774	733
Asian	1		4,034	828	398,869	898

Filipino	0		247	810	123,245	859
Hispanic or Latino	133	611	9,893	698	2,406,749	729
Native Hawaiian or Pacific Islander	1		311	678	26,953	764
White	0		2,133	911	1,258,831	845
Two or More Races	0		458	853	76,766	836
Socioeconomically Disadvantaged	124		16,731	694	2,731,843	726
English Learners	128	603	11,108	702	1,521,844	707
Students with Disabilities	14	320	2,844	539	521,815	595

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	No	No

Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement		76
Percent of Schools Currently in Program Improvement		58.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at http://www.calstate.edu/admission/admission_shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–	2008–	2009–	2007–	2008–	2009–	2007–	2008–	2009–

	08	09	10	08	09	10	08	09	10
Dropout Rate (1-year)	5.7	8.3	10.3	7.6	10.8	9.0	4.9	5.7	4.6
Graduation Rate	n/a	71.93	63.29	67.60	59.20	58.37	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	68.4%		N/D
Black or African American	55.6%		N/D
American Indian or Alaska Native	n/a		N/D
Asian	*		N/D
Filipino	n/a		N/D
Hispanic or Latino	72.7%		N/D
Native Hawaiian or Pacific Islander	*		N/D
White	n/a		N/D
Two or More Races	n/a		N/D
Socioeconomically Disadvantaged	69.1%		N/D
English Learners	42.9%		N/D
Students with Disabilities	100.0%		N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

N/A

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a	0

high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	100%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	36%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	1	
Mathematics	0	
Science	0	
Social Science	0	
All courses	1	6%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

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.

LPS believes that it is possible to attract and retain talented teachers by sharing a dynamic vision committed to excellence and creating a professional learning environment where staff can learn and grow along with our students. To this end, LPS invests heavily in professional development for our staff. Annually, teachers engage in 15 days of professional development including approximately 5 days of training prior to the start of school, 7 days of staff development interspersed throughout the academic year and 3 days at the conclusion of the year. In addition,

teachers at College Park are actively involved in 3 hours of collaborative planning and professional development per week.

LPS College Park

School Accountability Report Card, 2010-2011

Oakland Unified

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org