

Executive Summary School Accountability Report Card, 2008-09



LPS College Park High School

Address: 8601 MacArthur Blvd., Bldg 100 Oakland, CA 94605
Principal: Lisa Haynes

Phone: 510-633-0750
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 school accountability. The data presented in this report are reported for the 2008-2009 school year, except the School Finances and School Completion data that are reported for the 2007-2008 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

<u>Group</u>	<u>Enrollment</u>
Number of students	317
African American	29%
American Indian or Alaska Native	0%
Asian	2%
Filipino	0%
Hispanic or Latino	67%
Pacific Islander	2%
White (not Hispanic)	0%
Multiple or No Response	0%
Socioeconomically Disadvantaged	68%
English Learners	49%
Students with Disabilities	4%

Teachers

<u>Indicator</u>	<u>Teachers</u>
Teachers with full credential	14
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

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 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)	10%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	18%
Mathematics	14%
Science	15%
History-Social Science	18%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,730
District (<i>same as school</i>)	\$7,730
State	\$5,300

* LPS College Park serves as its own school district and is not a part of the Oakland Unified School district.

Academic Progress

Indicator	Result
2009 Growth API Score (from 2008 Growth API Report)	554
Statewide Rank (from 2008 Base API Report)	1
2009-10 Program Improvement Status (PI Year)	Year 2

School Completion

Indicator	Result
Graduation Rate	95%

Postsecondary Preparation

Measures	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	52%

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10

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 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 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. 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 2009-2010)

This section provides the school's contact information.

School		District	
School Name	LPS College Park	District Name	LPS College Park
Street	8601 MacArthur Blvd., Bldg 100	Phone Number	415-695-0669
City, State, Zip	Oakland, CA 94605	Web Site	www.leadps.org/oak.html
Phone Number	510-633-0750	Superintendent	Dr. Louise Waters
Principal	Lisa Haynes	E-mail Address	info@leadps.org
E-mail Address	info@leadps.org	CDS Code	01-61259-0101469

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

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

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 2008-09)

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

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 2008-09)

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	n/a	Grade 8	n/a
Grade 1	n/a	Ungraded Elementary	n/a
Grade 2	n/a	Grade 9	89
Grade 3	n/a	Grade 10	104
Grade 4	n/a	Grade 11	75
Grade 5	n/a	Grade 12	49
Grade 6	n/a	Ungraded Secondary	0
Grade 7	n/a	Total Enrollment	317

Student Enrollment by Group (School Year 2008-09)

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
African American	29%	White (not Hispanic)	0%
American Indian or Alaska Native	0%	Multiple or No Response	0%
Asian	2%	Socioeconomically Disadvantaged	68%
Filipino	0%	English Learners	49%
Hispanic or Latino	67%	Students with Disabilities	4%
Pacific Islander	2%	n/a	n/a

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.5	3	3	2	23.4	6	5		23.2	8	6	
Mathematics	24.3	2	7	2	23.4	4	7		23.1	6	8	
Science	24.4	3	5		22.8	4	7		22.0	5	8	
Social Science	24.4	3	5		21.0	6	1		20.7	7	2	

III. School Climate

School Safety Plan (School Year 2008-09)

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

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

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 (same as school)*		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	12%	13.5%	12.%	12%	13.5%	12.%
Expulsions	0%	0%	1%	0%	0%	1%

**Note: LPS College Park serves as its own school district and is not a part of the Oakland Unified School district.*

IV. School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

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.

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. To improve access and building safety LPS has invested considerable funds into ornamental fencing around the front of the school, 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.*

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 \(School Year 2008-09\)](#)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks		x		Gas to science labs to be activated
Mechanical Systems		x		Some thermostats do not work- heater breaks down on a frequent basis during winter, heaters are noisy- OUSD notified
Windows/Doors/Gates (interior and exterior)		x		Repairs on window hardware throughout building needed; blinds in rooms are inoperable,
Interior Surfaces (walls, floors, and ceilings)		x		Ceiling damage due to water leaks in several locations throughout the building. OUSD Notified
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)		x		No documentation on electrical circuits, difficult to plan electrical loads of classrooms- work with OUSD B&G and outside electricians
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)		x		Inoperable- OUSD notified
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			Improved access to other areas of school grounds needed
Roofs	x			
Overall Cleanliness	x			

[Overall Summary of School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		x		

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 *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	7	11	14	14
Without Full Credential	3	4	2	2
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-2009)

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. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	92	9
All Schools in District	92	9
High-Poverty Schools in District	92	9
Low-Poverty Schools in District	n/a	n/a

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-2009)

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	1	317
Library Media Teacher (Librarian)	n/a	n/a
Library Media Services Staff (paraprofessional)	n/a	n/a
Psychologist	.2	n/a
Social Worker	n/a	n/a
Nurse	n/a	n/a
Speech/Language/Hearing Specialist	.2	5
Resource Specialist (non-teaching)	n/a	n/a
Other	n/a	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<p>Reading/Language Arts</p>	<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> <p>Grade 11: Narrative of the Life of Frederick Douglass (Douglass); Catcher in the Rye (Salinger); The Great Gatsby (Fitzgerald)</p> <p>Grade 12: Hamlet (Shakespeare); Beowulf (anonymous); Cry the Beloved Country (Paton)</p>	<p>0%</p>
<p>Mathematics</p>	<p>Algebra 1: (McDougall-Littell, 2007)</p> <p>Geometry: (McDougall-Littell, 2007)</p> <p>Algebra 2: (McDougall-Litell, 2007)</p> <p>Pre-Calculus: A Graphing Approach (Holt, 2004)</p>	<p>0%</p>

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

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,730	\$406	\$7,324	\$47,555
District (same as school)	\$7,730	\$406	\$7,324	\$47,555
Percent Difference – School Site and District	same	same	same	same
State	n/a	n/a	\$5,300	\$65,008
Percent Difference – School Site and State	n/a	n/a	28%	27%

Types of Services Funded (Fiscal Year 2008-09)

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

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 2008-09)

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. Detailed information regarding salaries may be found on the Certificated Salaries and 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	\$45,000	\$40,721
Mid-Range Teacher Salary	\$55,000	\$65,190
Highest Teacher Salary	\$69,000	\$84,151
Average Principal Salary (Elementary)	n/a	\$104,476
Average Principal Salary (Middle)	n/a	\$108,527
Average Principal Salary (High)	\$99,800	\$119,210
Superintendent Salary	\$175,000	\$210,769
Percent of Budget for Teacher Salaries	33%	39.9%
Percent of Budget for Administrative Salaries	9%	5.5%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

Note: Scores are not shown when the number of students tested is 10 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.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District (same as school)			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	10%	17%	18%	10%	17%	18%	43%	46%	52%
Mathematics	9%	14%	14%	9%	14%	14%	40%	43%	54%
Science	2%	16%	15%	2%	16%	15%	38%	46%	
History-Social Science	22%	26%	18%	22%	26%	18%	33%	36%	

CST Results by Student Group – Most Recent Year (2009)

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	20%	21%	10%	17%
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	17%	13%	23%	17%
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	n/a	n/a	n/a	n/a
Male	18%	12%	27%	23%
Female	18%	19%	17%	16%
Economically Disadvantaged	16%	15%	19%	12%
English Learners	11%	14%	16%	18%
Students with Disabilities	0%	*	*	*
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 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.*

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District (same as school)			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	10.0	11.0	21.8	10.0	11.0	21.8	48.6	52.9	
Mathematics	21.4	21.5	26.0	21.4	21.5	26.0	49.9	51.3	

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	78%	10%	12%	74%	15%	10%
African American	92%	0%	8%	92%	0%	8%
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	76%	13%	11%	70%	20%	10%
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Male	83%	3%	14%	73%	16%	11%
Female	74%	16%	10%	76%	15%	10%
Economically Disadvantaged	80%	11%	9%	76%	16%	8%
English Learners	100%	0%	0%	94%	6%	0%
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 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 Healthy Fitness Zones
5	n/a
7	n/a
9	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 at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	2	1	1
Similar Schools	n/a	3	6

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	N/A	-85	-42	554
African American	N/A	25	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	102	-56	550
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	-75	49	-35	541
English Learners	N/A	48	-62	483
Students with Disabilities	N/A	N/A	N/A	N/A

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

[AYP 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 (same as school)
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

[Federal Intervention Program \(School Year 2008-09\)](#)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District (same as school)
Program Improvement Status	Yes	Yes
First Year of Program Improvement	2008-2009	2008-2009
Year in Program Improvement	2	2
Number of Schools Currently in Program Improvement	1	1
Percent of Schools Currently in Program Improvement	100%	100%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

[California State University](#)

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District (same as school)			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	1.0	2.1	5.7	1.0	2.1	5.7	3.5	4.4	4.9
Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a	83.0	79.5	80.2

Courses for University of California and/or California State University Admission (School Year 2008-2009)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of courses required for UC/CSU admission can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	52%

* Note: In order to graduate from LPS College Park, all students must meet the minimum A-G requirements, passing all courses required for UC/CSU admission.

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

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

XII. Instructional Planning and Scheduling

Professional Development

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

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.