

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

## Executive Summary School Accountability Report Card, 2008-09

### SOAR Charter Academy School

Address: 1671 North Sierra Way , San Bernardino CA 92405-4628 Phone: 909-474-4130  
Principal: Trisha Lancaster Grade Span: K - 3

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

SOAR Charter Academy prides itself on its warm nurturing environment and high academic expectations. SOAR received a state API of 707 in our first year of operation. Students are held accountable to themselves and all adults. To create this atmosphere, all adults on campus strive to learn all students' names and take a daily interest in the students' well being. The teachers spend hours planning and preparing lessons that will benefit the individual needs of the students. The daily schedule allows for cross grade level, as well as, team teaching within a grade level to ensure we are meeting student needs. The goal for every child, whether functioning above grade level, at grade level, or below grade level, is to show personal and academic growth. SOAR Charter Academy is a currently a kindergarten through 4<sup>th</sup> grade school. We will be growing to a kindergarten through 6<sup>th</sup> grade by adding a grade level every year. SOAR is located in central San Bernardino in San Bernardino County. SOAR Charter Academy was developed by 5 local teachers who taught for an elementary school in San Bernardino City Unified School District. They have over 65 combined years of experience in education. They were seeking to create a small school setting that offered an alternative from traditional public schools and innovations that would lead to greater achievement and a well-rounded child.

#### Vision

*SOAR Charter Academy's vision is to provide a dynamic standards-based education for every child in our diverse community using an integrated curriculum stressing academic excellence and character development. Our school believes in educating the whole child and preparing them to be outstanding citizens in our community.*

#### Mission

*SOAR Charter Academy's vision of providing an exemplary and well-rounded education will be accomplished by integrating the academic and social curriculum and using an innovative instructional*

*schedule. Our program also will require that every student apply what they learn in character education in a variety of community service projects. Our emphasis on the whole child will produce students that not only excel beyond the state's academic standards but become well-rounded, creative, responsible, critical thinkers who will be prepared to make a difference in the 21<sup>st</sup> Century. SOAR's program is based on the belief that education is a shared responsibility between students, faculty, parents, and the community.*

## Student Enrollment

Group	Percent
African American	17.27 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.72 %
Hispanic or Latino	37.41 %
Pacific Islander	%
White (not Hispanic)	29.50 %
Multiple or No Response	15.11 %
Socioeconomically Disadvantaged	68.00 %
English Learners	15.00 %
Students with Disabilities	3.00 %
<b>Total Number of Students</b>	<b>139</b>

## Teachers

Indicator	Teachers
Teachers with full credential	7
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 California Standards Tests
English-Language Arts	35%
Mathematics	43%
Science	N/A
History-Social Science	N/A

## Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	707 B

Statewide Rank (from 2008 Base API Report)	B
2009-10 Program Improvement Status (PI Year)	Not in PI

## School Facilities

### Summary of Most Recent Site Inspection

#### **General**

SOAR Charter Academy takes great efforts to ensure that our school is clean, safe, and functional. To assist in this effort, SOAR Charter Academy uses a facility survey instrument developed by the State of California Office of Public School Construction. The last inspection was conducted on January 21, 2010 at 9:30am. The results of this survey are located in the school office. The facility is old and worn down. The school's overall rating is in Fair condition overall but needs some attention. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

#### **Age of School Buildings**

This school currently leases 10 classrooms, a gym, a staff room and an administration office. This school was built in 1951. There was an additional building added in 1978. There is a gym that was built in 1950 and renovated in 2007. The school has added a new playground area for students to play. This facility has allowed us to utilize enough space for our school, allows for a staff resource area, and playground.

#### **Safety**

SOAR Charter Academy ensures student safety throughout the entire day along with our after school program by having aides, administrators and teachers supervise the school grounds. This includes the playground area, lunch area, classroom environment and office area. Signs are posted around campus to alert visitors to report to the office. All staff and visitors have identifying badges while on campus. The school also has cameras around the campus for surveillance and safety.

#### **Maintenance and Repair**

SOAR Charter Academy follows all charter laws in regards to maintenance and repair to our facility. The school maintenance worker along with administration ensures that the repairs necessary are completed in a timely manner. The school is leasing the property and all major repairs get reported to the landlord immediately and we collaboratively solve the issue. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### **Cleaning Process and Schedule**

The site administration team works daily with the custodian to develop cleaning schedules to ensure a clean and safe school.

### Repairs Needed

Staff Room (2)- Window is still missing. Outside this room, the fire alarm looks like it has been pulled.  
 Room 5- Missing plastic light cover is missing. Sink in the restroom leaks.  
 Room 4- Sagging air vent. Loose to the touch.  
 Room 3- Sagging air vent. Loose to the touch.  
 Front Bathrooms (by office)- Floor in girls restroom is pulling up by the seams and drain.  
 Room 9- Rain gutter spout bent and not working properly. Inadequate exterior lights.  
 Room 8- Inadequate exterior lights.  
 Room 7- Loose ceiling tile and broken plastic light cover. Inadequate exterior lights.  
 Room 6- 1 pane of double pane window is broken and cracked. Inadequate exterior lights.  
 Room 10- (old preschool room)- No guards on outside vents leading under the building (cats living and breeding underneath) Window cracked.  
 Room 11- (old preschool room)- No guards on outside vents leading under the building (cats living and breeding underneath) Window cracked.  
 Lunch area/playground- Inadequate exterior lights. Drinking fountain is still leaking. Fire alarm pull is broken and missing.  
 Girls Bathroom (4plex)- Constant spider webs. Inadequate exterior lights.  
 Boys Bathroom (4plex)- Constant spider webs. Floor by urinal not properly sealed, tends to hold urine smell. Inadequate exterior lights.

### Corrective Actions Taken or Planned

Our landlord at The Church of the Nazarene is working on an action plan to fix the needed things. The window in room 2 and the fire alarm will be fixed the week of January 25, 2010.

### Curriculum and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
Reading/Language Arts	Voices Reading Zaner-Bloser, 2006
Mathematics	Harcourt/Houghton Mifflin Math, 2002
Science	Standard based lessons
History-Social Science	Standard based lessons
Health	Standard based lessons
Visual and Performing Arts	Standard based lessons

### School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5318
District	\$5318
State	\$5,512

### School Completion

Indicator	Result
Graduation Rate	N/A

### Postsecondary Preparation

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

### NAEP Reading, Grade 4

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

### NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

### NAEP Mathematics, Grade 4

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

### NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

# 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 California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	SOAR Charter Academy	District Name	San Bernardino City Unified
Street	1671 North Sierra Way	Phone Number	909-381-1100
City, State, Zip	San Bernardino , CA 92405-4628	Web Site	www.sbcusd.com
Phone Number	909-474-4130	Superintendent	Arturo Delgado
Principal	Trisha Lancaster	E-mail Address	arturo.delgado@sbcusd.k12.ca.us
E-mail Address	admin@soarcharteracademy.org	CDS Code	36- 67876- 0117192

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

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SOAR Charter Academy prides itself on its warm nurturing environment and high academic expectations. We received a state API of 707 in our first year of operation. Students are held accountable to themselves and all adults. To create this atmosphere, all adults on campus strive to learn all students' names and take a daily interest in the students' well being. The teachers spend hours planning and preparing lessons that will benefit the individual needs of the students. The daily schedule allows for cross grade level, as well as, team teaching within a grade level to ensure we are meeting student needs. The goal for every child, whether functioning above grade level, at grade level, or below grade level, is to show personal and academic growth. SOAR Charter Academy is a currently a kindergarten through 4<sup>th</sup> grade school. We will be growing to a kindergarten through 6<sup>th</sup> grade by adding a grade every year. SOAR is located in central San Bernardino in San Bernardino County. SOAR Charter Academy was developed by 5 local teachers who taught for an elementary school in San Bernardino City Unified School District. They have over 60 combined years of experience in education. They were seeking to create a small school setting that offered an alternative from traditional public schools and innovations that would lead to greater achievement and a well-rounded child.

### **Vision**

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### **Mission**

***SOAR Charter Academy's vision of providing an exemplary and well-rounded education will be accomplished by integrating the academic and social curriculum and using an innovative instructional schedule. Our program also will require that every student apply what they learn in character education in a variety of community service projects. Our emphasis on the whole child will produce students that not only excel beyond the state's academic standards but become well-rounded, creative, responsible, critical thinkers who will be prepared to make a difference in the 21<sup>st</sup> Century. SOAR's program is based on the belief that education is a shared responsibility between students, faculty, parents, and the community.***

## **Opportunities for Parental Involvement (School Year 2008-09)**

Opportunities for Parental Involvement (School Year 2008-09)

Parent volunteers are greatly accepted and appreciated at SOAR. We aim to build a family setting within the school. On any given day you will find at least one to two volunteers in classrooms. Parents and grandparents are encouraged and utilized in classrooms and provide support to our students on a regular basis. Parents are encouraged to volunteer to help in a variety of ways including participating in school activities, prepping at home for teachers, fundraising, carpooling or chaperoning for field trips, recruitment of new students, assisting students in the classroom, reading with students, and/or school grounds clean up. SOAR Charter Academy also offers PAC (Parent Advisory Council) which is a parent based group that works to fundraise and volunteer their efforts to better the school. The PAC is comprised of parents and

guardians of students who have a passion for the school, its vision and its success. They have monthly meetings that notify and encourage all parents to volunteer and attend. In coordination with the school they manage and support an after school snack bar, lunch with the principal for Caught Being Good participants, and fundraise to get students extra field trips, assemblies, and other school needs. SOAR also has a School Site Council in which parents are elected and give input about fiscal and program decisions. The SSC also help with the Single Plan for Student Achievement.

Each year SOAR uses volunteers in the classroom but also for facility projects. In our first year of operation, we utilized volunteers to help plan, create, and build a brand new playground for our students through a community playground grant from Kaboom. This brought in over 300 volunteers in just one day in November of 2008. We used radio, internet and newspaper to notify the community of this build. The summer of 2009, we used volunteers to help remodel our second grade classrooms and do a whole school clean up before the new school year began. Susie Dryden, co-founder and first grade teacher, is the liaison for parents and families. Our PAC president is Emilee Williams.

### Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	40
Grade 1	40
Grade 2	19
Grade 3	40
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	139

### 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
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African American	17.27 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.72 %
Hispanic or Latino	37.41 %
Pacific Islander	%
White (not Hispanic)	29.50 %
Multiple or No Response	15.11 %
Socioeconomically Disadvantaged	68.00 %
English Learners	15.00 %
Students with Disabilities	3.00 %

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

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

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K								20.0	2			
1								20.0	2			
2								18.0	1			
3								20.0	2			
4												
5												
6												
K-3												
3-4												
4-8												
Other												

### III. School Climate

#### School Safety Plan (School Year 2008-09)

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

Date of Last Review/Update: July 200

Date Last Reviewed with Faculty: August 2009

Every student and teacher has the right to attend a school free from physical and psychological harm. To help our school achieve this goal, SOAR has adopted a safety plan that encompasses protecting the safety and welfare of students and staff, provides for a safe and coordinated response to emergencies, protects the school's facilities and property, and enables the school to coordinate with local authorities and resources. Annually in August, the school safety plan is reviewed, updated, and discussed with school faculty.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	N/A	N/A	2	22.7	27.3	34.7
Expulsions	0	0	0	0.2	0.2	0.2

## IV. School Facilities

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

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

#### General

SOAR Charter Academy takes great efforts to ensure that our school is clean, safe, and functional. To assist in this effort, SOAR Charter Academy uses a facility survey instrument developed by the State of California Office of Public School Construction. The last inspection was conducted on January 21, 2010 at 9:30am. The results of this survey are located in the school office. The facility is old and worn down. The school is in Fair condition overall but needs some attention. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

#### Age of School Buildings

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#### Safety

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alert visitors to report to the office. All staff and visitors have identifying badges while on campus.

### **Maintenance and Repair**

SOAR Charter Academy follows all charter laws in regards to maintenance and repair to our facility. The school maintenance worker, along with administration, ensures that the repairs necessary are completed in a timely manner. The school is leasing the property and all major repairs get reported to the landlord immediately and we collaboratively solve the issue. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### **Cleaning Process and Schedule**

The site administration team works daily with the custodian to develop cleaning schedules to ensure a clean and safe school.

### **Deferred Maintenance Projects**

Due to SOAR Charter Academy leasing this facility we do not have any deferred maintenance projects in the future.

### **New Construction Projects**

SOAR Charter Academy is continuing to work with construction companies and other charter schools to plan for the future development of a new school building.

## **School Facility Good Repair Status (School Year 2009-10)**

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	N/A	X			N/A
<b>Interior: Interior Surfaces</b>	N/A			X	Landlord is working on Action Plan for the air vents/ceiling tiles
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	N/A		X		Landlord is working on Action Plan for Pest/Vermin Infestation
<b>Electrical: Electrical</b>	N/A			X	Landlord is working on Action Plan for the inadequate exterior lighting
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	N/A			X	Landlord is working on Action Plan for plumbing issues
<b>Safety: Fire Safety, Hazardous Materials</b>	N/A		X		Landlord has the window in room 2 and the fire alarm system repairs being completed 1/26/10-1/29/10. The other repairs will be put in the action plan from the landlord.
<b>Structural: Structural Damage,</b>	N/A	X			N/A

<b>Roofs</b>					
<b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b>	N/A		X		Landlord is working on Action Plan for window repairs.
<b>Overall Rating</b>	Fair			N/A	

## V. Teachers

### Teacher Credentials

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

Teachers	School			San Bernardino City Unified School District
	2006-07	2007-08	2008-09	2008-09
With Full Credential			7	2533
Without Full Credential			0	116
Teaching Outside Subject Area of Competence			0	N/A

### Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09
Misassignments of Teachers of English Learners	N/A	0
Total Teacher Misassignments	N/A	0
Vacant Teacher Positions	N/A	0

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	78.3	21.7

High-Poverty Schools in District	80.1	19.9
Low-Poverty Schools in District		

## VI. Support Staff

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Library Media Teacher (Librarian)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	.5	N/A
Other	N/A	N/A

## VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Voices Reading Zaner-Bloser, 2006	0%
Mathematics	Harcourt/Houghton Mifflin Math, 2002	0%
Science	Standard based lessons	0%
History-Social Science	Standard based lessons	0%
Health	Standard based lessons	0%
Visual and Performing Arts	Standard based lessons	0%

## VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9231	\$3913	\$5318	\$51,560
District	N/A	N/A	\$5318	\$51,560
Percent Difference – School Site and District	N/A	N/A	0%	0%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	-4%	-23%

### Types of Services Funded (Fiscal Year 2008-09)

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

Programs funded through categorical or other sources:  
 \$450,000 of federal PCSGP (Public Charter School Grant Program) startup and implementation funding, used for start-up expenses such as new computers for the school, textbooks and curriculum, Student Information Systems setup and implementation, networking and phone setup and implementation, etc.  
 \$18,388 of state and federal child nutrition funding used to provide meals to students  
 \$45,491 of State Fiscal Stabilization Funding used to maintain teacher salaries

### Teacher and Administrative Salaries (Fiscal Year 2007-08)

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

Category	San Bernardino City Unified School District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,282	\$42,065
Mid-Range Teacher Salary	\$70,171	\$67,109
Highest Teacher Salary	\$86,760	\$86,293
Average Principal Salary (Elementary)	\$114,919	\$107,115
Average Principal Salary (Middle)	\$117,310	\$112,279

Average Principal Salary (High)	\$131,305	\$122,532
Superintendent Salary	\$209,626	\$216,356
Percent of Budget for Teacher Salaries	38.00 %	39.40 %
Percent of Budget for Administrative Salaries	5.20 %	5.50 %

## IX. Student Performance

### Standardized Testing and Reporting Program

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

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts			35			35			50
Mathematics			43			43			46
Science			N/A			N/A			50
History-Social Science			N/A			N/A			41

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	38	62		
American Indian or Alaska Native				
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	23	31		
Pacific Islander				
White (not Hispanic)	56	56		
Male	26	38		
Female	46	50		
Economically Disadvantaged	32	44		
English Learners	*	*		
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

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

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

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

### Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

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

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

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

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	N/A	N/A	B	B
African American	N/A	N/A		
American Indian or Alaska Native	N/A	N/A		
Asian	N/A	N/A		
Filipino	N/A	N/A		
Hispanic or Latino	N/A	N/A		
Pacific Islander	N/A	N/A		
White (not Hispanic)	N/A	N/A		
Socioeconomically Disadvantaged	N/A	N/A		
English Learners	N/A	N/A		
Students with Disabilities	N/A	N/A		

- "N/A"** means a number is not applicable or not available due to missing data.
- "\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

## Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

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

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	San Bernardino City Unified School District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

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

Indicator	School	San Bernaridino City Unified School District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	48
Percent of Schools Currently in Program Improvement	N/A	66.7

## 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 [General Admissions Information](#) Web page (Outside Source).

## 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 [Undergraduate Admission & Requirements](#) Web page (Outside Source).

## Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are 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 CDE [DataQuest](#) Web page.

Indicator	School			San Bernardino City Unified School District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)			N/A	8.0	8.3	5.9	3.5	4.4	3.9
Graduation Rate			N/A	69.7	71.5	72.4	83.4	80.6	80.2

## Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

## Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A
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## Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

## Courses for University of California and/or California State University Admission (School Year 2007-08)

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 CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

## 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.

As a school we are a very close staff that works collaboratively to ensure that our students are meeting the highest of standards. On-going professional development is a natural part of SOAR Charter Academy. We currently use almost every Tuesday afternoon to hold staff meetings to collaborate and discuss what is going on academically and fine tune any areas that need to be worked on. Dialogue and discussion amongst staff is extremely important for the success of all students. Teachers have an input in the professional development that should be offered. For example, last year it was decided as part of school-wide action plan that this year we would purchase an online student assessment system called Scantron Performance Series to be taken three times a year to be able to access more data about the students. We also have 4 staff development days

a year that students are off on a Monday that we use teachers as experts. The administration plans to overview topics and teachers are expected to bring their practical ideas from the classroom to share with each other. The founding teachers who have years of experience have conducted training and a buddy system to work on writing, reading and math with our newer teachers.

In addition to the site based trainings, the school offers BTSA for its new teachers to have a mentor that supports and exposes them to other experienced teachers in the local district to observe and meet with to expand their knowledge through observations of a high-quality teacher. They will also be going to the California Charter School Association conference in Sacramento this year to gain a greater insight into the charter communities across the state and be afforded the opportunity to attend workshops to increase their academic practices.

Weekly administrative walk-throughs reveal areas of overall need for teachers rather than content specific. This also allows the school director to observe areas of need in the classroom and create in-house staff development to work on weaknesses and promote strengths. In sum, staff development becomes a collaborative effort with input from teachers and leadership to improve in the areas of observed and stated need.

### **XIII. National Assessment of Educational Progress**

#### **National Assessment of Educational Progress**

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

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

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

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

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

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

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

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