

Executive Summary School Accountability Report Card, 2010–11

For Aveson Global Leadership Academy

Address:	1206 Lincoln Ave, Pasadena, CA 91103	Phone:	(626) 797-1438
Director:	Larry Simonsen	Grade Span:	6-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Aveson Global Leadership Academy is a public charter school in Pasadena, California. The school serves students from cities throughout the San Gabriel Valley. It offers a personalized, goal-driven education for each of its students, including students with gifted and talented designation, students with limited English proficiency, and students with special needs. Project-based learning, based on interdisciplinary driving questions, encourages students to learn the CA State Standards in a high-interest, self-paced environment that is guided and coached by highly qualified teachers. The school offers courses that qualify for all of the A through G admissions requirements for the CA State University System as well as the University of California System, including foreign language. Classrooms are multi-age in High School history, High School science, and mathematics, as students are allowed to pursue the courses of study for which they are prepared. Electives in the arts, music, sports, and other subjects are offered every week. Students are encouraged to take courses at local community colleges to augment their studies. All 10th through 12th grade students meet with a guidance counselor to construct a graduation and post-secondary education plan.

Student Enrollment

Group	Enrollment
Number of Student	234
Black or African American	32.5%
American Indian or Alaskan Native	0.9%
Asian	1.7%
Filipino	0.9%
Hispanic or Latino	18.8%
Native Hawaiian or Pacific Islander	0.9%
White	35.5%
Two or More Races	0.4%
Socioeconomically Disadvantaged	2.1%
English Learners	0.0%
Students with Disabilities	6.4%

Teachers

Indicator	Teachers
Teachers with full credential	13
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	51%
Mathematics	34%
Science	38%
History-Social Science	25%

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

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	740
Statewide Rank (from 2010 Base API Report)	3
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 14 of 15
2011–12 Program Improvement Status (PI Year)	NA

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

School Facilities

Summary of Most Recent Site Inspection

Boys and Girls Club facility was inspected in June of 2010. Flooring, roofing, lighting, Internet wiring, and potential classroom spaces were discussed.

Repairs Needed

Aveson offered to assist in replacing the flooring tiles in the hallways, as well as the carpeting in the lobby. Carpet cleaning was completed in the small carpeted rooms. Some lights and light ballasts were replaced.

Corrective Actions Taken or Planned

Drywall repair in several locations. New wiring and satellite antennae for the Internet.

School Finances

Kate

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

School Completion

Indicator	Result
Graduation Rate	90%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	50%

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011–12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2011–12)

School Name	Aveson Global Leadership Academy	District Name	Pasadena Unified
Street	1206 N Lincoln Ave, Pasadena, CA	Phone Number	(626) 797-1438
Web Site	www.aveson.org	Director	Larry Simonsen

School Name	Aveson Global Leadership Academy	District Name	Pasadena Unified
E-mail	larrysimonsen@aveson.org	CDS Code	19648810113464

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

The mission of Aveson Charter School is to inspire the global leaders of this and future generations. Aveson provides the flexibility of time, space, and resources necessary for a diverse group of students from the Pasadena and surrounding area to move beyond dependency in learning to become successful independent learners and leaders. Aveson Charter Schools provide the right instruction for every student every day. Through an academically challenging, personalized, project-based, social entrepreneurial program, students will become inquisitive and confident learners who are prepared to be successful leaders in the global community.

Opportunities for Parental Involvement (School Year 2010–11)

Aveson families are strongly encouraged to contribute to the community through volunteering. With their time, energy, and commitment, Aveson is a wonderful place for kids.

Aveson expects that each family complete at least 20 hours of volunteer service per year. We ask that each family attend at least one Action Day, help with at least one fundraising event, and spend the rest of the hours doing what they are most passionate about.

Aveson does not have a PTA, instead it has Action Teams. The reason for this is very clear – our parents want *action!* Action Teams can meet all year long, or come together for a short period of time for a specific purpose. Many of the Action Teams (ATs) will be represented on Campus Action Days – perhaps the Arts AT will have the kiln running, or the Gardening AT will have the rakes and shovels out, or the Fundraising AT will be stuffing envelopes. There are no fewer than 15 action teams at work between both ASL and AGLA charter schools.

In addition, parents serve as Parent Liaisons to each of the classrooms on the campus. When there is a need, Parent Liaisons get the word out and are there to help.

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

Grade Level	Number of Students
Grade 6	52
Grade 7	52
Grade 8	53
Grade 9	20
Grade 10	29
Grade 11	9
Grade 12	19
Total Enrollment	234

Student Enrollment by Subgroup (School Year 2010–11)

Group	Enrollment
Black or African American	32.5%
American Indian or Alaskan Native	0.9%
Asian	1.7%
Filipino	0.9%
Hispanic or Latino	18.8%
Native Hawaiian or Pacific Islander	0.9%
White	35.5%
Two or More Races	0.4%
Socioeconomically Disadvantaged	2.1%
English Learners	0.0%

Group	Enrollment
Students with Disabilities	6.4%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2010-2011 Number of Classes*		
		1-22	23-32	33+
English	24.6	3	4	0
Mathematics	17.6	5	2	0
Science	16.6	9	0	1
Social Science	20.7	6	0	1

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

III. School Climate

School Safety Plan (School Year 2010–11)

Fire and Earthquake evacuation procedures required students to be evacuated out of the Boys and Girls club and across Fair Oaks Avenue to the enclosed parking area behind the Annex building. Students met in this area with their advisor, regardless of which class they were

attending at the time of the drill/emergency. The only access to this area was a gated driveway, the entrance to which served as the reunion gate.

Emergency food and water was located in individual supply kits in the basement of the club, and each classroom had a first-aid backpack as well as an emergency latrine.

Lockdown procedures included moving students from exposed (windowed) areas of the club to secured classroom spaces or the gymnasium, which had three closed and non-visible access points.

An internal fire alarm system was installed in the club.

All employees received first-aid and CPR training during the 2010-2011 school year.

Suspensions and Expulsions

Rate	School 2010-2011	District 2010-2011
Suspensions	7%	0
Expulsions	0.8%	0

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

IV. School Facilities

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

AGLA occupies the former campus of Westminster Academy, located at 1206 Lincoln Ave in Pasadena. The site does not accommodate the entire AGLA student body without augmentation of extra space, so three bungalows have been secured and placed on the East end of the property. More bungalow space will be needed if the school is to expand its population to 260/280, as well as a restructuring of the master calendar and a reassignment of rooms depending on content and/or grade level.

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		All air conditioning systems were checked and serviced in the fall of 2011. The drainage systems in the main building and front building were also serviced in the fall of 2011.
Interior: Interior Surfaces		X		Most interior surfaces were painted in the summer of 2011. There are minor drywall breaks due to doorknob impact in three locations. Some wall repair /drywall replacement is needed to the walls in the bathrooms in the front building due to previous water damage.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		The buildings are maintained by a cleaning company. Overall cleanliness of the buildings is good. Students are recycling. The outside of the campus is in need of greater attention. Proximity to the 210 and Lincoln Ave results in trash blowing onto campus, and Claremont St. is regularly used for illegal dumping. The kitchen is in need of an extermination treatment for roaches. There were rat traps around the outside of the property that were maintained by a pest company, which are no longer being maintained.
Electrical: Electrical		X		
Restrooms/ Fountains: Restrooms, Sinks/ Fountains		X		Restrooms and sinks are all fully functional. The water fountain in the main building needs to have the Freon serviced.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			The front and main buildings have a fire alarm system. The Bungalows are not yet equipped with such a system. There are no hazardous materials being generated on a regular basis. Cleaning supplies are kept in locked storage.
Structural: Structural Damage, Roofs		X		The roof leaks in several places in the front building, and is supposed to be addressed by the landlord.
External: Playground/ School Grounds, Windows/ Doors/ Gates/Fences		X		The swings on the playground are no longer functional due to cracked and broken welds on the cross bars that are supporting the swing seats. Locks were replaced and repaired on most internal and external doors. The main doors on the front building are missing one external handle.
Overall Rating		X		

V. Teachers

Teacher Credentials

Teachers	School 2010-2011
With Full Credential	13
Without Full Credential	1
Teaching Outside Subject Area of Competence (with full credential)	5

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-2011	2011-2012
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments*	5	4
Vacant Teacher Positions	0	0

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

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

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

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	90.24%	9.76%
All Schools in District	90.24%	9.76%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1@60%	77
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)		

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Library Media Services Staff (paraprofessional)		
Psychologist	1	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)	1	
Other		

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

VII. Curriculum and Instructional Materials

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

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

Teacher generated materials.

Text books, primarily supplemental use.

SBE 2007 adopted text for Alg 1: Holt CA Algebra 1, copyright 2008.

(other HS level math texts are adopted at the local district level)

Works of literature.

Web-based instructional content and instructional tools.

Science equipment, including volumetric lab-ware, balances, chemicals, microscopes, and microscope accessories.

Computers.

Year and month in which data were collected: Data in table below was imported through DataQuest, 2011.

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (9-12)	0%

VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,414.49	\$323.89	\$6,090.60	
District				\$64,163
Percent Difference – School Site and District				
State			\$5,455	\$67,667
Percent Difference – School Site and State				

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

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

Types of Services Funded (Fiscal Year 2010–11)

Aveson Education Cooperative funded only those costs related to direct educational services for AGLA for fiscal year 2010-2011:

Classroom teachers, instructional materials, instructional technology, supplemental materials, rental of instructional space, supplemental curricular trips, fitness coach, executive director, director, academic guidance counselor, student support coach, administrative assistant, campus aids.

Teacher and Administrative Salaries PUSD (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,200	\$41,035
Mid-Range Teacher Salary	\$62,150	\$65,412
Highest Teacher Salary	\$82,962	\$84,837
Average Principal Salary (Elementary)	\$106,295	\$106,217
Average Principal Salary (Middle)	\$113,623	\$111,763
Average Principal Salary (High)	\$116,390	\$121,538
Superintendent Salary	\$245,600	\$197,275
Percent of Budget for Teacher Salaries	35.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District (PUSD)			State		
	08/09	09/10	10/11	08/09	09/10	10/11	08/09	09/10	10/11
English-Language Arts	60%	52%	51%	46%	49%	50%	49%	52%	54%
Mathematics	33%	27%	34%	43%	44%	45%	46%	48%	50%
Science	59%	40%	38%	41%	45%	48%	50%	54%	57%
History-Social Science	31%	33%	25%	35%	39%	39%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Standardized Testing and Reporting Results by Student Group
Most Recent Year -**

Group	% of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	History
All Students in the LEA	50%	45%	48%	39%
Male	51%	34%	38%	25%
Female	50%	34%	45%	34%
Black or African American	32%	8%	14%	14%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	38%	36%	44%	17%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	76%	52%	54%	41%
Two or More Races	58%	36%	0%	0%
Socioeconomically Disadvantaged	44%	32%	32%	21%
English Learners	0%	0%	0%	0%
Students with Disabilities	36%	8%	0%	0%
Students Receiving Migrant Education Services	na	na	na	na

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District (PUSD)			State		
	08/09	09/10	10/11	08/09	09/10	10/11	08/09	09/10	10/11
English-Language Arts	41%	38%	57%	44%	48%	56%	52%	54%	59%
Mathematics	30%	18%	46%	43%	45%	51%	53%	54%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Category	Tested	Passed	% Passed	Not Passed	% Not Passed	Mean Scaled Score	% Proficient or Above
All	28	22	79	6	21	378	46
Male	14	13	93	1	7	394	71
Female	14	9	64	5	36	363	21

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6 Standards	5 of 6 Standards	6 of 6 Standards
5	0%	0%	0%
7	22.40%	18.40%	24.50%
9	12.50%	18.80%	31.30%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	7	6	3
Similar Schools	3	2	1

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

Group Enrollment	Actual API Change 08/09	Actual API Change 09/10	Actual API Change 10/11
All Students at the School	-19	-48	17
Black or African American			5
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	3	-8	-5
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

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

This table displays, by student group, the number of students included in the API and the 2011 Growth API.

Group	2011 Growth API	
	Number of Students	API
All Students at the School	193	740
Black or African American	58	624
American Indian or Alaskan Native	2	
Asian	2	
Filipino	2	
Hispanic or Latino	40	759
Native Hawaiian or Pacific Islander	2	
White	75	824
Two or More Races	3	
Socioeconomically Disadvantaged	64	731
English Learners	0	
Students with Disabilities	16	514

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 10/11)

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

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District (PUSD)
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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

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

California State University

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

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

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local

admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School		
	2007-08	2008-09	2009-10
Dropout Rate (1 year)	3.4	3.3	1
Graduation Rate	n/a	n/a	95%

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

Completion of High School Graduation Requirements

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

Group	Graduating Class of 2011
All Students at the School	19
Black or African American	
All Students	
American Indian or Alaskan Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	

Career Technical Education Programs (School Year 2010–11)

NA

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participant
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

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

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	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.

The following are dedicated professional development days/hours for the AGLA school year:

- 1) Four Pupil-Free Days per year
- 2) Approximately 30 out of 40 weeks at 2.5 hrs per weeks = 75 hours (Mondays)
- 3) 3 Saturday ISSN meetings at 3.5 hours = 10.5 hours
- 4) ISSN summer institute = 4 days per summer

Aveson Global Leadership Academy

School Accountability Report Card, 2010-2011

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