

Executive Summary School Accountability Report Card, 2005-06

For East Bay Conservation Corps Charter School

Address: 1021 Third St., Oakland CA 94607-

Phone Number: (510) 992-7855

Principal: Carolyn Gramstorff- K-5
Kate Mahar- Corpsmember Academy

Grade Span: K-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 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 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

East Bay Conservation Corps holds a comprehensive Charter that serves k-12. However, two schools currently exist under this charter, each with very different populations and student learning goals. Environmental Stewardship, service and citizenship education are founding principals of both schools, however the K-5 school serves traditional school-aged students and the Corpsmember Academy is a “drop-out” recovery program that serves at-risk students and uses job training and problem-based learning to reengage an often disenfranchised population.

The mission of the EBCC K-5 Charter School is to prepare its students for higher education and their life long roles as citizens by developing in them three kinds of literacy: academic literacy, artistic literacy, and civic literacy.

Academic Literacy is defined as the ability to read, write, speak, calculate, reason, and conduct processes of inquiry with clarity and precision. All EBCC students will demonstrate academic literacy through the mastery of content and performance standards in all core academic areas: English-Language Arts, Mathematics, Social Studies, and Science.

Artistic Literacy is defined as the ability to learn and creatively express oneself through the visual arts, performing arts, literary arts, and technology.

Civic Literacy is defined as the ability to "let your life speak" by participating thoughtfully, responsibly, and passionately in the life of the community with concern for the common good.

Student Enrollment

Group	Enrollment
Number of Students	238
African American	73.5 %
American Indian or Alaska Native	1.7 %
Asian	6.7 %
Filipino	0.0 %
Hispanic or Latino	8.8 %
Pacific Islander	0.4 %
White (Not Hispanic)	8.4 %
Multiple or No Response	0.4 %
Socioeconomically Disadvantaged	69.7 %
English Learners	3.0 %
Students with Disabilities	3.0 %

Teachers

Indicators	Teachers
Teachers With Full Credential	11
Teachers Without Full Credential	0
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

Recent site inspection noted no mentionable items for repair or consideration. The k-5 school is currently undergoing intensive construction to update and enhance facilities. The Corpsmember Academy is currently planning a move to a larger school to accommodate our student population.

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

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 %
Science Laboratory Equipment (grades 9-12)	%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	36
Mathematics	39
Science	12
History-Social Science	

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$4,743

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	722
Statewide Rank (from 2005 API Base Report)	4
2006-07 Program Improvement Status	Not in PI

School Completion

Indicator	Result
Graduation Rate	22%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	22%
Graduates Who Completed All Courses Required for University of California and/or California State University Admission	0.0

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

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 at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	East Bay Conservation Corps Charter	District Name	Oakland Unified
Street	1021 Third St.	Phone Number	
City, State, Zip	Oakland, CA 94607-	Web Site	
Phone Number	510-992-7800	Superintendent	
Principal	K-5: Clint Wilkins High School: Kate Mahar	E-mail Address	
E-mail Address	Cwilkins@ebcc-school.org kmahar@ebcc-school.org	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

The mission of the East Bay Conservation Corps is to promote youth development through

environmental stewardship and community service and to further education reform and social change. Through service learning, the EBCC engages young people from all walks of life in their education and development while addressing environmental and social issues.

The mission of the EBCC K-5 Charter School is to prepare its students for higher education and their life long roles as citizens by developing in them three kinds of literacy: academic literacy, artistic literacy, and civic literacy.

Opportunities for Parental Involvement

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

The EBCC educational model is built on community and family involvement. Parents and families at the K-5 are required to provide four hours of volunteer service to the school per month. The K-5 also requires families to attend three family conferences per year as well as our bi-annual Showcase of Learning held in December and June. The K-5 also sponsors several family education events throughout the year including Family Math Night, Family Art Night, Family Literacy Night, and Conflict Resolution Training.

Student Enrollment by Grade Level

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	37	Grade 8	0
Grade 1	35	Ungraded Elementary	0
Grade 2	26	Grade 9	0
Grade 3	24	Grade 10	0
Grade 4	32	Grade 11	0
Grade 5	22	Grade 12	62
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	238

Student Enrollment by Group

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	73.5	White (not Hispanic)	8.4
American Indian or Alaska Native	1.7	Multiple or No Response	0.4
Asian	6.7	Socioeconomically Disadvantaged	69.7
Filipino	0.0	English Learners	3.0
Hispanic or Latino	8.8	Students with Disabilities	3.0
Pacific Islander	0.4	---	---

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	2003-04		2004-05		2005-06	
	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms

	Size	1-20	21-32	33+	Size	1-20	21-32	33+	Size	1-20	21-32	33+
K	18.0	1			17.0	2			18.5	2		
1					20.0	1			17.5	2		
2	19.0	1			20.0	1			20.0	1		
3	20.0	1			20.0	1						
4	23.0		1		22.0		1					
5					25.0		1					
6												
K-3	18.0	1			20.0	1			20.0	1		
3-4									20.0	1		
4-8									23.0		2	
Other												

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	2003-04			2004-05			2005-06					
	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+
English	32.0		1									
Mathematics	32.0		1									
Science												
Social Science	32.0		1									

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

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

The Corpsmember Academy has a comprehensive safety plan that includes community building and violence prevention activities. We have a "0-tolerance" policy for fighting and drug related offenses. Progressive discipline is used to ensure that behavior leads to a health and safe learning environment.

The K-5 Charter School has a comprehensive safety plan that includes a comprehensive civic literacy program, curriculum, and assessment system. Our safety plan also includes fire and earthquake safety plans, search and rescue procedures and roles, and routine practice for emergency situations. Each classroom is equipped with a safety backpack which teachers are required to take with them whenever leaving the building with students. Our safety plan and procedures are rigorously reviewed with staff and

students throughout the school year.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The Corpsmember Academy school discipline practices are clearly stated in our comprehensive student-handbook. This handbook can be obtained from our web site. The K-5 Charter School implements a comprehensive civic literacy program that includes the Responsive Classroom's Morning Meeting Format, Educator's for Social Responsibility's Connect and Respected Curriculum, a weekly all school meeting, a conflict manager's program, and a student leadership club. The K-5 also implements a progressive discipline system that is detailed in our Student-Family Handbook which is available upon request from the school and distributed to families at the start of each academic year.

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	14%	12%	13%			
Expulsions	0%	0%	0%			

III. School Facilities

School Facility Conditions and Improvements

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.

The K-5 underwent a recent remodel of its student bathroom facilities as well as an upgrade of our drainage system to alleviate occasional flooding issues. The K-5 was also recently received a new interior paint job in the upstairs hallways. Electric and plumbing has recently been upgraded in the building.

School Facility Conditions Good Repair Status

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

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)	x		
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior and exterior)	x		

Pest/Vermin Infestation	x		
Drinking Fountains (inside and outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		
Other			

IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	7	11	11	2261
Without Full Credential	3	2	1	341
Teaching Outside Subject Area of Competence				---

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	2004-05	2005-06	2006-07
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 NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found 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	91.7	0.0
All Schools in District	0.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	0.0	0.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The K-5 contracts with Kelly Services for substitute teachers. In addition, each K-5 classroom includes a teacher credential candidate who is certified to take over the class should the teacher be absent.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

CMHS: Teacher evaluations are conducted quarterly and assess a teacher's work toward classroom instruction; contribution to school culture; and planning and collaboration.

At the K-5 Charter School teachers undergo a minimum of ten observations per year. The observations are used as evidence for our Fall and Spring Formal Teacher Evaluations. Teachers are evaluated using a four point rubric in the areas of environment, curriculum, instruction, and professional learning community.

V. Support Staff

Academic Counselors and Other Support Staff

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		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other	1.0	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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	Guided reading materials	
Mathematics	Math textbooks, workbooks, manipulatives	

Science	FOSS Kits	
History-Social Science	No textbooks used	
Foreign Language	n/a	
Health	Spark Curriculu,	
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <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			\$10,543	
District	---	---		\$52,913
Percent Difference - School Site and District	---	---		
State	---	---	\$4,743	\$57,560
Percent Difference - School Site and State	---	---	45%	

Types of Services Funded

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

At the Corpsmember Academy, supplemental funding covers programming for enrichment trips and activities, academic planning, and a support program targeting students whom are court-involved.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information 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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,090	\$37,540
Mid-Range Teacher Salary	\$51,070	\$59,426
Highest Teacher Salary	\$67,720	\$73,925
Average Principal Salary (Elementary)	\$93,520	\$96,377
Average Principal Salary (Middle)	\$95,000	\$100,144

Average Principal Salary (High)	\$102,000	\$109,130
Superintendent Salary	\$239,640	\$185,251
Percent of Budget for Teacher Salaries	35.2	40.9
Percent of Budget for Administrative Salaries	6.1	5.3

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	45	34	36	21	26	28	36	40	42
Mathematics	39	33	39	22	27	29	34	38	40
Science	21	27	12	11	13	20	25	27	35
History-Social Science				12	15	15	29	32	33

CST Results by Student Group - Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	27	28	12	
American Indian or Alaska Native	*	*		
Asian	*	*	*	
Filipino				
Hispanic or Latino	*	*	*	
Pacific Islander	*	*	*	
White (Not Hispanic)	62	85	*	
Male	36	31	17	
Female	36	47	8	
Economically Disadvantaged	27	35	6	
English Learners	*	*	*	
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	54	45	36	27	27	27	43	41	42
Mathematics	49	48	38	36	37	39	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	33	35
American Indian or Alaska Native		
Asian	*	*
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	*	*
Male	*	*
Female	41	50
Economically Disadvantaged	32	39
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K	N/A	N/A	N/A						
1	N/A	N/A	N/A						
2	N/A	N/A	N/A						

3	N/A	N/A	N/A						
4	N/A	N/A	N/A						
5	N/A	N/A	N/A						
12	N/A	N/A	N/A						

California Physical Fitness Test Results

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 fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	0.0
7	
9	

IX. 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 CDE Web site 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	2003-04	2004-05	2005-06
Statewide	B	5	4
Similar Schools	B	6	N/A

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			API Score
	2003-04	2004-05	2005-06	2006

All Students at the School	28	-29	21	722
African American	76	-2	15	671
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	46	-51	-9	654
English Learners	--	--		
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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

AYP Overall and by Criteria

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
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	No	No

Federal Intervention Program

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

Indicator	School	District
Program Improvement Status	Not in PI	Pending
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	56
Percent of Schools Currently in Program Improvement	---	48.7

X. School Completion and Postsecondary Preparation

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 comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	800.0	351.9	517.9	9.2	10.2	4.7	3.2	3.3	3.1
Graduation Rate	12.1	19.5	18.5	67.8	61.4	61.3	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students			---
African American			---
American Indian or Alaska Native			---
Asian			---
Filipino			---
Hispanic or Latino			---
Pacific Islander			---
White (not Hispanic)			---
Socioeconomically Disadvantaged			---
English Learners			---

Students with Disabilities			---
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Career Technical Education Programs

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.

At the Corpsmember Academy, job readiness and career explorations are two key components of our educational programming. Students tackle California Career/Technical standards for team building, health and safety in the workforce, career exploration, and ethics and responsibility in the workplace. The Corpsmember Academy also has a Corps to Career Counselor to help students transition from the Corpsmember Academy to an appropriate career or educational path.

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of Pupils	n/a
Percent of pupils completing a CTE program and earning a high school diploma	n/a
Percent of 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

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 and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0.0
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Advanced Placement Courses

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

The majority of students graduating from the Corpsmember Academy attend community college. For those seeking a different educational choice, school staff works directly with the individual to support his/her educational goals.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test			1.6
Average Verbal Score			570
Average Math Score			430
Average Writing Score	---	---	480

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

At the Corpsmember Academy, the school's instructional program focuses on Learning Readiness, Educational Rigor and Transitional Services. The school leadership team has extensive experience in these areas and with working with this unique population. Our program design team consists of team members whom are directly involved with the programming and with others whom are not directly involved with the day-to-day activities of the school.

The K-5 Charter School instructional day includes blocks for community building, mathematics, language arts, and environmental justice (science and social studies integrated) curriculum. In addition, students receive two forty-five minute blocks of visual arts, one forty-five minute block of performing arts, and one forty-five minute block of physical education per week. On Fridays all students at the K-5 participate in cross-aged literacy activities.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Teachers at the K-5 participate in a three week summer institute each year prior to the start of the school year. Each week, teachers are also required to attend one grade level collaboration meeting (1 hour) and one professional development session (2 hours). Teachers at the K-5 also spend four to five release days per year developing curriculum for our environmental justice program. The staff participates in a week-long institute at the end of the academic year.

At the Corpsmember Academy, teachers also take part in a Professional Development week that consists of experiential learning techniques, authentic assessment, classroom management and strategies for serving at-risk youth. PD takes place throughout the year as needed.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	54,180	36,000
1	56,085	50,400
2	56,085	50,400
3	56,085	50,400
4	56,085	54,000
5	56,085	54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12	64,800	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180	180 days
10	180	180 days
11	180	180 days
12	180 days	180 days

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

At the K-5, each Wednesday is a shortened day in order to accommodate professional development activities for teachers. In addition, the school hold noon release days during our Fall and Winter Report Card periods in order to make time for teachers, students, and families to meet to discuss students' academic progress.