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

Executive Summary School Accountability Report Card, 2008-09

Gabriella Charter School

Address: 1435 Logan St. , Los Angeles CA 90026

Phone: 213-413-5741

Principal: Lisa Rooney

Grade Span: K - 8

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

Gabriella Charter School is an independent dance-themed charter school authorized by the Los Angeles School District and funded directly by the state of California. Currently serving K-6 grades, GCS offers a curriculum that is rigorous and standards-based with integrated visual and performing arts. This year's move to Echo Park, a co-location on the Logan Street Elementary School campus, enabled GCS to double the size of the school (276) and to expand through eighth grade by 2011-12 (420).

GCS' faculty is committed to insuring that every student meets the challenging California state standards. In 2008-09, GCS closed the achievement gap when our significant subgroups of Hispanic and low-income students tested comparably to their more socio-economically advantaged peers on the CST. API scores for GCS' first four years have been 852, 808, 852 and 854, consistently above the state target of 800. Surveyed GCS parents have indicated satisfaction with high student achievement, qualified and available staff, a positive school culture and the opportunity to partner in support of their children's education. Eighty-six percent of students made the 2-mile move with the school from the Wilshire- Ramparts neighborhood to its current Echo Park site.

Academic Curriculum

The curriculum at GCS follows academic frameworks developed by the California Department of Education. Language arts and social studies emphasize critical reading skills, effective creative, narrative and report writing and strong oral communication skills. Links are made between the present and the past as current events are related to the exploration of family, the neighborhood, the workplace, historical periods and leaders, geography, diverse cultures and ecology. A traditional mathematics curriculum is enhanced by extensive use of manipulatives in lower grades, and in grades 2-5, the addition of Math and Music, an innovative computer and piano keyboard program that develops higher level problem solving skills. Foss science kits bring the study of biology, earth science and physical science to life through hands-on experimentation.

The addition of sixth grade this year marks the beginning of GCS's college preparatory middle school program. A Humanities block focuses on ancient civilizations, enabling students to develop reading, writing and research skills in the context of studying history and cultures. Sixth grade Math shifts students' thought process from merely gaining absolute knowledge to increasing mathematical reasoning skills. In Earth Science students learn geology, geophysics and ecology content while being exposed to scientific activities (designing and conducting experiments, using technological and laboratory equipment) that prepare them for high school science. A

structured 6th grade Advisory curriculum focuses on setting academic and personal goals. In a small group setting, Advisory also addresses socio-emotional concerns and choices unique to pre-adolescents.

Dance

The performing and visual arts are a vital component of the GCS program. One of the school’s stated outcomes is that students graduate with an appreciation for the arts and with the skills and confidence to participate in the arts. All students take daily dance classes with professional instructors. In addition to providing lessons in creative dance, ballet, jazz, modern dance, hip hop, tap and theater dance, GCS dance teachers collaborate with classroom teachers to develop students’ focus, discipline, work ethic and commitment to high achievement. Kindergarten students take Reading in Motion, a phonics program that reinforces letter shapes and sounds through body movement, songs and chants.

Music

The Orff-Schulwerk music program for kindergarten and first grade students uses movement, singing, rhymes, and instruments to teach children about rhythms, beats, musical scales, patterns and ensemble playing. 2nd-5th grade students relate math and music while playing piano keyboards in a course designed by the Mind Institute.

Visual Arts

K-6th grade students take weekly visual arts classes, exploring art principles and a variety of media. Art teachers frequently relate projects to literature, social studies or science themes. Students also learn about famous artists and create their own artwork in a similar style— a David Hockney-inspired map of their neighborhood, a cubist self-portrait, or a Matisse-like still-life.

Awards

Gabriella Charter School has received the following awards and honors: Siart Foundation, Excellence in Charter Education (2007, 2008), Insight Consulting Group, Innovative Instruction (2008), Music Center Bravo Award Finalist, Excellence in Art Education (2009), Fully Accredited by the Western Association of Schools (2007).

Student Enrollment

Group	Percent
African American	7.95 %
American Indian or Alaska Native	%
Asian	11.26 %
Filipino	4.64 %
Hispanic or Latino	75.50 %
Pacific Islander	%
White (not Hispanic)	0.66 %
Multiple or No Response	%
Socioeconomically Disadvantaged	81.00 %
English Learners	54.00 %
Students with Disabilities	12.00 %
Total Number of Students	151

Teachers

Indicator	Teachers
Teachers with full credential	8
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	68%
Mathematics	82%
Science	68 %
History-Social Science	Not Applicable

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	854
Statewide Rank (from 2008 Base API Report)	8
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

Gabriella Charter School has relocated as of September, 2009 to the Logan Street Elementary School campus. A preliminary inspection upon occupation indicated a problem with air conditioning in the bungalows.

Repairs Needed

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Corrective Actions Taken or Planned

Air conditioning was repaired and will be serviced as necessary.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	None
Mathematics	None
Science	None

History-Social Science	None
Foreign Language	Not Applicable
Health	None
Visual and Performing Arts	None
Science Laboratory Equipment (grades 9-12)	Not Applicable

School Finances

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



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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	Gabriella Charter	District Name	Los Angeles Unified
Street	1435 Logan St.	Phone Number	213-241-1000
City, State, Zip	Los Angeles , CA 90026	Web Site	www.lausd.net
Phone Number	213-413-5741	Superintendent	Ramon Cortines
Principal	Lisa Rooney	E-mail Address	superintendent@lausd.net
E-mail Address	lisa@gabri.org	CDS Code	19- 64733- 0108886

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

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

School Mission

The mission of the Gabriella Charter School is to draw upon the discipline, creativity and cognitive aspects of dance to engage children to become more active learners and to enhance academic skill building by integrating dance throughout the curriculum. The elementary charter school offers a challenging and innovative standards-based curriculum that stimulates children to STRETCH, REACH, EXPLORE, PRACTICE and PERFORM as a means of achieving excellence in the classroom. Dance is woven through the all subject areas, reinforcing skills such as math (fractions, patterns, geometric shapes) and complementing social studies curriculum by introducing ethnic dances and dances from historical periods. During the 2008-09 school year, all students took two days of ballet, one day of choreography and two days of another dance genre depending on grade level. These classes included Reading in Motion, creative movement, jazz, modern, theater dance, ballroom dance and tap.

History of Gabriella Charter School

Gabriella Charter School was founded as an outgrowth of “*everybody dance*”, an inner city dance program started by Liza Bercovici in memory of her daughter, Gabriella, a 13-year old who had loved to dance. Dance parents saw their children respond to the structure and discipline of the after-school program and lobbied for an academic program that would similarly engage students and challenge them to achieve. GCS opened its doors to K-3 grades in 2005 and celebrated its fourth year in 2008-09 with grades K-5. Instruction took place in seven brightly painted classrooms and two dance studios. Students had two active outdoor recesses on a small playground and an adjacent play structure. K-3rd grades had student-teacher ration of 20:1; 4th and 5th grades had a ratio of 26:1.

Having outgrown its original Commonwealth site, GCS petitioned in 2009 to expand enrollment and grade levels and to co-locate on the Logan Street Elementary School site in Echo Park. This year GCS has added 6th grade and will expand through 8th grade by 2010-11.

Highly Qualified Staff

All 2008-09 GCS classroom teachers met NCLB highly qualified standards. Additionally, teachers were screened through a thorough and rigorous interview process to possess these additional requirements: 1) a proven track record of boosting student achievement; 2) a minimum of two years teaching experience in an urban setting; 3) a collaborative and congenial spirit, 4) the ability to differentiate instruction 5) a desire for professional growth.

Last year, five highly qualified aides spent 90-120 minutes daily in each of the classrooms, primarily working with individual students and small groups on assessment and intervention assignments. Five of GCS’ former instructional aides have returned to school and have earned their teaching credentials.

Community Partners

Family health issues and instability weigh heavily on children and negatively impact their access to learning. During the 2008-09 school year, GCS continued its relationships with a number of community partners who fund programs and provide services and support to children and their

families.

The Saban Free Clinic; Didi Hirsch Community Mental Health Center; Child Guidance Clinic; Asian Pacific Counseling Center; Eisner Pediatric and Family Medical Center; Shatto Park and Recreation Center; Felipe de Neve Branch Library; BookEnds; Ella Fitzgerald Charitable Foundation; Gabriella Axelrad Education Foundation; Assistance League of Southern California; California School Nurses Association; Camino Nuevo High School

Additionally, ten community volunteers donated their time on a regular basis to work in the classroom, counsel students and to provide organizational support to the school.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

At GCS, parent involvement is valued and responsibilities are outlined in a Parent Agreement signed upon a child's enrollment at the school. Parents commit to supervising and signing nightly completed homework and reading logs. Parents are also asked to reinforce school rules by signing and returning any behavioral notices describing incidents at school where their child broke school rules. GCS asks parents to become partners in supporting a school-wide plan that emphasizes positive, responsible behavior.

Gabriella Charter's welcomes parent input regarding the progress of their child(ren). Teachers give four progress reports a year and teachers hold formal conferences in November and April. Parents are encouraged to communicate with teachers and administrators in informal chats, conferences and by e-mail.

Parents are expected to volunteer minimum of 15 hours during weekdays or on Saturday workdays during the year. This can take place in the classroom preparing instructional materials, helping to serve meals, assisting in the office or with gardening, making repairs, designing bulletin board displays or helping to prepare for events. Working parents frequently pick up classroom materials that can be prepared at home. Daily visibility of parents at the school site reinforces to students their partner relationship with the school.

Teachers give quarterly evening workshops to parents to acquaint them with grade level content and to provide strategies to help students at home with reading fluency, editing skills, reading comprehension and math skills.

A Wellness Program enlists parents' support of family nutrition and fitness. Families are encouraged to send healthy snacks and to minimize fat and sugar in their children's diets. Classes in nutrition and exercise classes for parents are part of the GCS program.

The GCS Parent Association encourages parents to attend meetings that provide information about new programs, test results, events, volunteer opportunities and fundraising. Two officers of the Parent Organization serve the parents as liaisons and contributing members to the Gabriella Charter School Governance Committee.

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	20
Grade 1	20
Grade 2	20
Grade 3	40
Grade 4	26
Grade 5	25
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

III. School Climate

School Safety Plan (School Year 2008-09)

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

SCHOOL ACCESS

GCS has an Access Plan that includes maps and supervised entrance points for visitors on campus.

Additionally this plan sets routes for supervised travel of students between the school building, playground and dance studios. Gates enclose the school from the street on Commonwealth Avenue. Visitors stand before a camera and buzz the office to be admitted to the property. All visitors are required to sign in and get visitors' or volunteer badges before entering the school grounds. Parents with cars drop off and pick up students in a designated loading zone in front of the gate. All parents or drivers show GCS ID in order to pick up their children by car or on campus.

EMERGENCY PLAN

GCS has a Safety Plan that designates responsibilities to staff during emergencies such as earthquake, fire, or lockdown. Emergency supplies including water and food are stored both in the classrooms and in distribution points to be available for extended or overnight stays. Monthly drills are conducted to teach students required safety procedures and to assure that they are attentive and follow directions. Each classroom teacher has an emergency backpack and an accounting sheet for students in the class. The school office and emergency storage areas are stocked with first aid supplies. All teachers and administrators have been trained in CPR and Emergency First Aid. Gabriella Charter School has received a grant from the State to provide more extensive emergency training for staff and to obtain professional consultation in order to continually update emergency procedures and plans. The school safety plan was updated in August, 2008.

Emergency Preparedness training was provided to school leaders and staff by the Strategic School Safety Group as part of a two-year grant that will extend through the 2009-10 school 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions				0.0	7.2	7.1
Expulsions				0.0	0.0	0.0

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.

GCS' current school buildings on the Logan Street Elementary campus are in good repair. The interiors of all classrooms were painted upon occupation in August, 2009. Air conditioning and heating was inspected and repaired in several classrooms. The GCS campus has been landscaped with potted plants, and the school expects to do further outdoor beautification with the receipt of a city grant in February, 2010. GCS employs a full-time custodian and a part-time custodian to perform preventative maintenance and to clean classrooms, studios, offices, bathrooms and grounds.

LAUSD is currently completing the construction of two dance studios to be used by GCS during the day and by the Gabriella Axelrad Education Foundation' community dance program after school and on Saturdays.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X	LEA Provided	LEA Provided	LEA Provided
Interior: Interior Surfaces	N/A	X	LEA Provided	LEA Provided	LEA Provided
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X	LEA Provided	LEA Provided	LEA Provided
Electrical: Electrical	N/A	X	LEA Provided	LEA Provided	LEA Provided
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X	LEA Provided	LEA Provided	LEA Provided
Safety: Fire Safety, Hazardous Materials	N/A	X	LEA Provided	LEA Provided	LEA Provided
Structural: Structural Damage, Roofs	N/A	X	LEA Provided	LEA Provided	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X	LEA Provided	LEA Provided	LEA Provided
Overall Rating	Good				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			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	7	7	8	34116
Without Full Credential	0	1	0	1348
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	LEA Provided	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	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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	84.6	15.4
High-Poverty Schools in District	85.5	14.5
Low-Poverty Schools in District	90.6	9.4

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		
Library Media Teacher (Librarian)		N/A
Psychologist	1 Part Time clinical psychologist/volunteer	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1 Part Time resource teacher	N/A
Resource Specialist (non-teaching)	1 Part Time resource teacher	N/A
Other		

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	Sufficient	None
Mathematics	Sufficient	None
Science	Sufficient	None
History-Social Science	Sufficient	None
Foreign Language	Not Applicable	Not Applicable
Health	Sufficient	None
Visual and Performing Arts	Sufficient	None
Science Laboratory Equipment (grades 9-12)	Not Applicable	Not Applicable

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	\$10,984	\$1332	\$9562	\$51,659
District	N/A	N/A		\$63,391
Percent Difference – School Site and District	N/A	N/A		19%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A		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.

Gabriella Charter School received supplemental funding for the following programs:

Federal Nutrition Program: Provides free and reduced breakfast and lunch to qualifying students; milk to all students.

Title I: Funds to provide additional support to students identified as at risk or less than proficient in language arts/and or mathematics.

Title II: Funds to improve the quality of teachers and administrators through professional development aligned with student academic achievement

Title III: Funds to improve the achievement of English Language Learners through improvement of curriculum, intensification of instruction and the professional development of teachers.

ASES: (After School Education and Safety Grant): Funds subsidized after school program that provided homework support and Enrichment.

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	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$42,065
Mid-Range Teacher Salary	\$63,553	\$67,109
Highest Teacher Salary	\$78,906	\$86,293
Average Principal Salary (Elementary)	\$108,621	\$107,115
Average Principal Salary (Middle)	\$117,632	\$112,279
Average Principal Salary (High)	\$120,447	\$122,532
Superintendent Salary	\$300,000	\$216,356
Percent of Budget for Teacher Salaries	36.90 %	39.40 %
Percent of Budget for Administrative Salaries	5.60 %	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	55	61	59	31	35	38	43	46	50
Mathematics	64	81	85	31	35	37	40	43	46
Science	0	68	54	27	36	38	38	46	50
History-Social Science	0	0	0	20	24	29	33	36	41

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.

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	*	*	*	
American Indian or Alaska Native				
Asian	82	100	*	
Filipino	*	*	*	
Hispanic or Latino	55	83	47	
Pacific Islander				
White (not Hispanic)				
Male	55	84	*	
Female	63	85	60	
Economically Disadvantaged	56	85	47	
English Learners	51	80	*	
Students with Disabilities	23	46	*	
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	15.4	42.3	30.8
7	0.0	0.0	0.0
9	0.0	0.0	0.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found 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	9 *	7 *	8
Similar Schools	N/A	N/A	10

"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	-38	45	2	854
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino		51	8	842
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged		53	2	845
English Learners			29	849
Students with Disabilities				

"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	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	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	390
Percent of Schools Currently in Program Improvement	N/A	45.5

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			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)				5.0	7.8	6.7	3.5	4.4	3.9
Graduation Rate			N/A	62.9	66.0	71.1	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	LEA Provided	LEA Provided	N/A
African American	LEA Provided	LEA Provided	N/A
American Indian or Alaska Native	LEA Provided	LEA Provided	N/A
Asian	LEA Provided	LEA Provided	N/A
Filipino	LEA Provided	LEA Provided	N/A
Hispanic or Latino	LEA Provided	LEA Provided	N/A
Pacific Islander	LEA Provided	LEA Provided	N/A
White (not Hispanic)	LEA Provided	LEA Provided	N/A
Socioeconomically Disadvantaged	LEA Provided	LEA Provided	N/A
English Learners	LEA Provided	LEA Provided	N/A
Students with Disabilities	LEA Provided	LEA Provided	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.

Not Applicable

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	NA
Percent of the school's pupils completing a CTE program and earning a high school diploma	NA
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

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	NA
Graduates Who Completed All Courses Required for UC/CSU Admission	NA

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.

Gabriella Charter School provides formal professional development for teachers for three days in August before school begins. During this week teachers also work on classroom setup and design with administrative consultation available. Additionally, two full pupil-free days and a two-hour block on Thursday afternoons are dedicated to site-based or consultant-led professional development. Topics for professional development have included data analysis, special education, Writer's Workshop, English Language Development, Guided Reading, Special Education, Safety, Integration of Technology, Math and Music, and Movement in the Classroom.

Teachers and administrators and office staff have also participated in off-site professional development sponsored by LAUSD, the California Charter School Association, Charter School Development Center, Insight Educational Group, the CDE, and the County Department of Education. Teachers have been encouraged to take university classes and professional development workshops on topics that support school wide programs.

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