

Peabody Charter School School Accountability Report Card Reported for School Year 2010-11

Published During 2011-12

Peabody Charter School

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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.

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. 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.

About This School

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

History

Over twenty years ago, a radical idea called "charter schools" became a public school reality. California passed its charter law in 1992, and in 1993 Peabody became one of the first charter schools in the state. Built in 1927, Peabody is situated on Santa Barbara's north side on a large piece of land which was sold to the school district for \$5 by the Frederick Forrest Peabody family. Peabody, the most generous benefactor in Santa Barbara history, made his home here after amassing a considerable fortune from the invention of Arrow collars. From its simple beginnings that included a dentist office and a three room hospital, Peabody has steadily expanded to its current 34-classroom campus that also includes an auditorium and stage, cafeteria/kitchen, expansive fields/play areas, and state of the art Exploration Center, which houses a beautiful science laboratory, a stunning library with fireplace and intimate amphitheatre, outdoor patio seating, and a

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computer lab that was renovated in the Fall of 2009 with all new iMacs. This physical growth and the enhancement of the campus over time create an apt metaphor for the development and exemplary nature of the educational program at Peabody Charter school.

Today, 750 students in grades K-6 enjoy the fruits of inestimable labor and vision that began in 1927. The charter was renewed in 1998 and 2003, reflecting the research, creativity, and ideas of the school community, with the mission to "*structure all school programs to provide an opportunity for all students to be successful life-long learners.*" The charter was revised and expanded in 2006-2007 with the goal of school autonomy; and in March 2007, Peabody Charter School was granted the right to be an independent charter school. Peabody receives most of its funding directly from the state and is responsible for all matters related to the governance and management of the school, including its administration, fiscal operations, facility maintenance, food services, professional growth opportunities, curriculum development and implementation, and the methodology and delivery of instruction to our ethnically and socio-economically diverse student population.

Vision (from the Strategic Plan 2009-2012):

Peabody Charter School is recognized as the exemplary K-6 school in terms of academic excellence, development of the full potential and well-being of students, and service to school and community.

Educational Philosophy

Peabody Charter School believes that learning best occurs when:

1. students have responsibility for their choices, actions, and learning;
2. the instructional program is rich in authentic, hands-on educational experiences that include laboratory science, multimedia art education, environmental studies, community partnerships, and technology;
3. there is acceptance of different learning styles and an emphasis on the many ways that students learn, such as in flexible groupings, multiple modalities, cooperatively, through multiple intelligences, and with personal choice;
4. specialists enhance the program and serve as teaching resources for performing and visual arts, science, physical education, GATE, Special Education, and technology;
5. the staff collaborates and meets regularly to plan, reflect, analyze, and facilitate student-centered learning and assessment;
6. the school supports teacher professionalism with appropriate budget allocations and time for planning, staff development, and instructional materials;
7. parents are expected and required to be actively involved in their children's education and volunteer in the classroom and other school activities;
8. teachers create instruction, curriculum, assessments, and requirements to meet the needs of all learners, including those who require remediation and those who require acceleration.

Highlights

Peabody Charter School operates in an environment of high expectations and results. Peabody's charter explicitly states the goals to 1. make sufficient annual improvement to meet the API school-wide and targeted subgroup targets, 2. achieve adequate yearly progress (AYP) as defined by No Child Left Behind. Some highlights of the school include the following:

- *Academics.* The educational program is taught by highly educated, caring, and dedicated staff, all CLAD/BCLAD certified. Almost 50% of certificated staff members are also bilingual.

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- *Educational Excellence.* The school met or exceeded the state targets in English language arts and mathematics for almost every group. Also, the performance gap on the API has steadily declined since 2003.
- *Enrollment.* The school has increased its enrollment every year, with a student population of approximately 750 this year. There are extensive wait lists for all grade levels.
- *Diversity.* The student community reflects a rich ethnic and socio-economic diversity:
 - 43 percent of our students are Hispanic; 51 percent are white.
 - 33 percent of our students speak Spanish as their first language.
 - 37 percent of our students come from families that live at or below the poverty level.
- *School Day.* The school day is longer (8:00-2:30 grades K-3 and 8:00-3:00 grades 4-6) and has built-in time for teachers to collaborate, plan, meet, and reflect.
- *Enrichment.* All students K-6 receive regular instruction in art, music, drama, lab science, Spanish enrichment, technology (with Internet access), and physical education.
- *Parents.* The parent community is very involved and generous with time, treasure, and talent. All parents are required to volunteer in the classroom and at various school activities and fundraisers for a minimum of three hours per month.
- *Fundraising.* Fundraising enhances the program opportunities immensely. The Peabody Foundation Board, comprised of parents, staff, and community members, was established in 1995 and facilitates fundraising for the school's needs. It has raised funds of over \$3.7 million to date. One example is the generous donation from the Pinner Family that has benefited the Exploration Center.
- *Partnerships.* Close, mutually beneficial relationships have been built with the Santa Barbara Museum of Natural History, the University of California Santa Barbara Education Department, and local businesses.
- *Cafeteria.* The meal program is nutritious, delicious, and environmentally responsible. The entire campus is involved in a recycling and composting program.
- *Communication.* Enhanced communication exists through mandatory parent conferences twice a year, weekly principal newsletters, eNEWS at least twice per week, Teleparent autophone messages, an informative website, annual school effectiveness surveys, and access to Internet for parents.

Staff

Eighty-two years ago there were just six teachers, a secretary, a custodian, and the principal. Today Peabody employs almost 77 individuals, with 35 credentialed classroom teachers (one is a part-time librarian); two administrators; 23 support personnel; a director of fiscal services; an executive chef; two contracted instructors for music, and drama; and 13 instructional assistants.

Summary

Specifying in great detail what we can and cannot do, what we must do, and what we promise to do, Peabody's charter is a road map for our educational program. Three times named a California Distinguished School (1996, 2000, 2010) and awarded the 2006-2007 Title One Academic Achievement Award (one of four schools in Santa Barbara County), Peabody continues to be recognized for the very tenets expressed in our guiding document. The school is fully enrolled and with wait lists for every grade level; our community too is satisfied and proud of the accomplishments. The award of 2010 California Distinguished School reinforced the school's efforts and is further evidence that the charter is working because of the school's dedication to excellence and meaningful learning. Being an independent charter school has allowed the staff to use its expertise, energy, and resources to best serve the community and build an outstanding educational program.

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Opportunities for Parental Involvement (School Year 2010-11)

Research indicates that parent involvement in school is positively related to the academic success of their students. To this end, parent participation in school programs and activities is a requirement at Peabody. Parents are encouraged to serve as members of the board of directors, on the Foundation, English Learner Advisory Committee, Parent Teacher Staff Organization, etc., and are welcomed in the classroom and school as volunteers. A minimum of three hours per month is required.

Peabody Charter School provides multiple opportunities for parent participation in the following groups:

- The Foundation oversees the school capital fundraising, such as Preserve the Peabody Experience, the state of the art Exploration Center and other special projects.
- English Language Advisory Committee (PODEMOS) parent and teacher group that addresses the needs of the English learners; liaison to the principal.
- Parent, teacher, staff organization dedicated to increased family activities, communication and staff appreciation; all parents are encouraged to attend meetings and be a part of this group.
- Board of Directors is comprised of 3-4 parent members.

In addition, parents may fulfill the volunteer requirement in a variety of ways that may include but are not limited to the following:

- Attend specific school events for which volunteer hours are awarded.
- Volunteer and assist teachers, office staff, library, maintenance crews, etc.
- Help with afterhours events such as Saturday work days, performance events, school registration/preparation, and extra-curricular activities such as dances, athletic events, etc.
- Share expertise and talents.
- Serve on other school committees.

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

Grade Level	Number of Students
Kindergarten	100
Grade 1	106
Grade 2	103
Grade 3	101
Grade 4	113
Grade 5	112
Grade 6	113
Total Enrollment	748

Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	0.7%
American Indian or Alaska Native	0.8%
Asian	3.2%
Filipino	0.5%
Hispanic or Latino	42.6%
Native Hawaiian/Pacific Islander	0.0%
White	51.1%
Two or More Races	0.7%
Socioeconomically Disadvantaged	37.0%
English Learners	32.6%
Students with Disabilities	10.3%

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Average Class Size and Class Size Distribution

Grade Level	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+
K	19.8	4	0	0	19.6	5	0	0
1	20.2	5	0	0	18.5	6	0	0
2	20.0	5	0	0	20.2	5	0	0
3	19.8	5	0	0	19.8	5	0	0
4	31.6	0	4	1	23.0	1	4	0
5	27.8	0	4	0	27.5	0	4	0
6	27.8	0	4	0	22.6	1	4	0

School Climate

School Safety Plan (School Year 2010-11)

Date of Last Review/Update: March 2011

Date Last Discussed with Staff: February 2011

Student safety is an important concern at Peabody Charter School. The school safety plan is updated annually and is available in the school office. The Emergency Procedures Plan includes evacuation routes and procedures, job tasks for each team, including safety, utilities shut-off, triage, building security as well as fire drills, evacuation instructions and lock-down procedures. Staff members receive regular training in CPR and first aid. Monthly emergency/disaster drills are conducted throughout the school year. Using documented safety plans and procedures, actual emergency situations are reenacted to keep students and staff prepared and safe.

Peabody Charter School has adopted an Integrated Pest Management Plan using no pesticides or harmful chemicals on the campus.

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	1.3	6.3	N/A	4.1	4.0	1.9
Expulsions	0	0	N/A	0	0	0

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

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School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

There has been steady expansion and renovation since 1927, when there were six classrooms and one office. Recent modernization efforts for the 33 classroom school include:

- Six classrooms were modernized in 2002.
- The original building was modernized during the 2004-06 school years.
- Restroom facilities (29 toilets) include four for the kindergartens, ten for the primary grades, ten for the upper grades, two in the auditorium, one in the cafeteria, and two in the main building.
- In January 2005, Peabody opened an 8,000 square foot building, now called The Pinner Family Exploration Center, which consists of a state of the art library, technology center, and science learning laboratory.

The full-time maintenance director and three full-time custodians maintain the campus and buildings in excellent condition. All restrooms are in working order.

Students are supervised beginning at 7:30 a.m. each morning until the last bus leaves after the school's homework centers at 4:00 p.m.

School Facility Good Repair Status

Current facilities inspection reports are available at <http://www.sbsdk12.org/facilities/inspections>.

Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	36	40	41	281
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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*.

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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	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

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.

Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School
Library Media Technician	0.5
Psychologist	0.6
Health Assistant	1.0
Nurse	0.1
Speech/Language/Hearing Specialist	1.5

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.

Curriculum and Instructional Materials

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

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.

Core Curriculum Area	Grade Level, Publisher and Primary Textbook	Year of Adoption
Reading/Language Arts	SRA McGraw-Hill, <i>SRA Open Court 2002</i>	2002
Mathematics	Grades K-2: Wright Group, McGraw-Hill, <i>Everyday Math</i> Grades 3-6: Wright Group, McGraw-Hill, <i>Everyday Math</i>	2007
Science	Grades K-5: Harcourt Brace School Publishers, <i>Harcourt Science</i> Grade 6: McGraw-Hill, <i>McGraw-Hill Science</i>	2000 2000
History-Social Science	Harcourt School Publishers, <i>Reflections: California Series, 2007</i>	2005

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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)
School Site	\$8,096	\$1,395	\$6,701
District			\$5,611
Percent Difference Between School Site and District			+19%
State			\$5,455
Percent Difference Between School Site and State			+23%

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)

Peabody Charter School offers enrichment programs for students during the regular school day. Peabody has a strong visual and performing arts program offering vocal and instrumental music, ceramics, drama, fine arts, digital arts, and storytelling. Peabody also has a K-6 physical education program and staff offering three 45 minute physical education (P.E.) periods weekly during which the classroom teachers have release time. The physical education program also organizes a track meet for grades 4-6, a sports day for grades K-3, and a jog-a-thon that raises over \$140,000 yearly. The P.E. staff also brings in community high school and college teams to introduce sports (soccer, basketball, tennis, football, and baseball). Peabody has a healthy on-site café that serves delicious, nutritious meals and utilizes the produce from the school garden which is overseen and tended to by the sixth grade.

School services include a psychologist/counselor three days per week, one fulltime speech therapist, a full time librarian, and three full-time special education teachers. The early intervention in literacy program provides individual tutors 30 minutes daily to students who need additional support in reading for grades K-4.

The assistant principal is integrally involved in standards alignment, implementation of Response to Intervention and the math program, professional development, and instructional support. All instruction is standards based and is also aligned with state technology standards.

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Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,986	41,035
Mid-Range Teacher Salary	67,910	65,412
Highest Teacher Salary	79,853	84,837
Average Principal Salary (Elementary)	110,532	106,217
Average Principal Salary (Middle)	118,325	111,763
Average Principal Salary (High)	123,822	121,538
Superintendent Salary	204,400	197,275
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	4.7%	5%

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

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

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	71%	69%	71%	51%	52%	54%	49%	52%	54%
Mathematics	75%	76%	79%	56%	58%	61%	46%	48%	50%
Science	77%	75%	77%	49%	58%	59%	50%	54%	57%

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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

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
All Students in the LEA	54%	61%	59%
All Students at the School	71%	79%	77%
Male	70%	80%	85%
Female	72%	78%	71%
Asian	87%	100%	
Hispanic or Latino	50%	65%	53%
White	88%	91%	95%
Socioeconomically Disadvantaged	46%	61%	55%
English Learners	39%	57%	44%
Students with Disabilities	38%	45%	33%

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 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 levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.80%	22.50%	44.10%

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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. 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.

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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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	9	8
Similar Schools	6	8	7

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

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	41	1	12
Hispanic or Latino	53	-9	24
White	25	6	4
Socioeconomically Disadvantaged	47	-11	16
English Learners	45	-11	27

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 at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
All Students at the School	527	883	3,104	793	4,683,676	778
Black or African American	4		32	815	317,856	696
American Indian or Alaska Native	5		24	797	33,774	733
Asian	15	934	39	924	398,869	898
Filipino	4		9		123,245	859
Hispanic or Latino	226	795	2,202	749	2,406,749	729
Native Hawaiian or Pacific Islander	0		3		26,953	764
White	270	953	730	909	1,258,831	845
Two or More Races	1		54	872	76,766	836
Socioeconomically Disadvantaged	191	779	1,938	743	2,731,843	726
English Learners	174	765	1,715	734	1,521,844	707
Students with Disabilities	70	695	485	676	521,815	595

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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 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)

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 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	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 (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. For detailed information about PI identification, see the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5%

Instructional Planning and Scheduling

Professional Development

	2008-09	2009-10	2010-11
School days dedicated to school-wide professional development	0	0	0