

# School Accountability Report Card

Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

## Executive Summary

for

# Uncharted Shores Academy

## I. Contact Information

Charter School		Information	
<b>School Name</b>	Uncharted Shores Academy	<b>School Web Site</b>	www.ShoresAcademy.com
<b>Street</b>	212 E Washington Blvd.	<b>CDS Code</b>	08100820114116
<b>City, State, Zip</b>	Crescent City, CA, 95531-8330	<b>Authorizer</b>	Del Norte County Office of Education
<b>Phone Number</b>	(707) 464-9828	<b>Phone Number</b>	(707) 464-0200
<b>Principal</b>	Margie Rouge, Executive Director	<b>Superintendent</b>	Don Olson
<b>E-mail Address</b>	margierouge@shoresacademy.com	<b>E-mail Address</b>	dolson@delnorte.k12.ca.us

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. For additional information about the school, parents and community members should contact the school principal.

## II. About This School

### School Description

*Uncharted Shores Academy*, a tuition-free K-8 Del Norte County charter school, offers a combination of home and site-based education in Crescent City, California. The school supports the family in the education of the student by providing on-site school classes with additional resources for continuing education at home.

Students study subjects in thematic units in small, developmentally appropriate groups rather than by grade levels, using multi-sensory, interactive activities to enhance learning. Character training is an integral part of the educational program. Field trips, academic competitions, programs, activities, and presentations are offered using community, school, and home resources.

## Mission Statement

The mission of *Uncharted Shores Academy* is to provide a learning environment which prepares students to become positive contributing members of society. USA believes this is best accomplished through promoting **respect, responsibility, and resourcefulness**, and these three traits are the focus of education at USA.

The method of education involves **thematic, interactive, family-style learning** implemented using hands-on explorative activities, facilitated through teacher-developed resources, extended with individual student inquiry, and supported by parent participation in the education process.

Students study subjects at multi-age learning stations using activity-based rather than textbook-based learning, although textbooks are used as resources for information. Studies are extended with individual student inquiry at home and supported by parent participation in the education process.

Credentialed teachers and trained instructors offer learning station studies designed to provide the framework for the interactive, cross-age, integrated-subjects theme studies. State standards are addressed and students are assisted in meeting state performance standards through interactive instruction at the school site and parent extension of the concepts at home and in the community.

## Opportunities for Parental Involvement

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

Parents are an integral part of *Uncharted Shores Academy*, and parental involvement in the activities, projects, contests, and field trips is expected. Parents take an active part in their child's education, collaborating with the student's assigned teacher in the education of the child. Parents are responsible for guiding student home studies, providing their child's assigned teacher with documentation of work completed by their child at home, guiding the student's character training, and providing their child with additional educational opportunities in the community and at home. The school believes in partnering with the parent in the education of the child, and strives to be a support for the parent in extending the child's academic, social, and character education.

## School Safety Plan

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

### Safety Policies & Procedures

#### A. Child Abuse Reporting Procedures

All school staff are fingerprinted for criminal background checks and actively monitor the safety and welfare of all students. Staff understand their responsibility as child care custodians and immediately report all cases of suspected abuse. When a school employee suspects abuse, a verbal and/or a written report are made to the Department of Social Services within the time requirements mandated by law. School staff work closely with law enforcement and Child Protective Services

with any follow-up actions that are needed. Uncharted Shores Academy staff treat all parents with utmost respect, in a non-judgmental manner and honor all laws surrounding confidentiality of child abuse reporting. In addition, considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting.

**B. Disaster Plan**

The scope of this plan encompasses a broad array of potential emergency situations. Protocols are posted at the school site. This plan addresses both the broad safety issues and the specific logistical aspects of preparedness. Uncharted Shores Academy has assigned school personnel roles and responsibilities to execute in case of an emergency. This information will be updated annually.

A site map is posted at the school site with the emergency protocols. A First Aid Disaster Kit is maintained in each building. Parents may view the disaster plan at the school office during normal office hours.

**C. Availability of Health Services**

*Uncharted Shores Academy* does not offer vision, hearing, and scoliosis screening, but these services are available through local health agencies. Information concerning health agencies which may provide these services is available in the school office.

### III. Student Enrollment and Statistics

Group	Enrollment
Number of students	118
Black or African American	0.0%
American Indian or Alaska Native	23.7%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	7.6%
Native Hawaiian or Pacific Islander	0.0%
White	67.8%
Two or More Races	0.0%
Socioeconomically Disadvantaged	83.6%
English Learners	0.8%
Students with Disabilities	24.8%

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	9	Grade 8	12
Grade 1	11	Ungraded Elementary	0
Grade 2	16	Grade 9	0
Grade 3	13	Grade 10	0
Grade 4	14	Grade 11	0
Grade 5	12	Grade 12	0
Grade 6	12	Ungraded Secondary	0
Grade 7	19	Total Enrollment	118

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

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K-2	8	3			8	4			12	3	0	0
3-5	8	3			8	4			12	3		
6-8	8	3			15	3			12	4		0

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0%	0%	0%	12.81%	5.50%	48.14%
Expulsions	.01%	0%	0%	0.18%	0.00%	0.44%

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

## IV. Teacher Statistics

### Teacher Credentialing

Indicator	Teachers
Teachers with full credential	8
Teachers without full credential	2 station instructors
Teachers Teaching Outside Subject Area of Competence	1.5
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	1.5

### Teacher and Administrative Salaries (Fiscal Year 2010-2011)

Category	School Amount	District Average
Beginning Teacher Salary	\$32,500	\$39,598
Mid-Range Teacher Salary	-----	\$60,048
Highest Teacher Salary	-----	\$68,945
Average Principal Salary (Elementary)	\$75,000	\$88,233
Average Principal Salary (Middle)	\$75,000	\$94,080
Average Principal Salary (High)	-----	\$97,734
Superintendent Salary	-----	\$145,745
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	11%	6%

## V. School Facilities

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

At present, we are located in two converted warehouse buildings. We are pursuing facilities which would allow us to better serve our students with expansions such as a playground, lunchroom, and larger classrooms. Meanwhile, we have been creative in our use of the space we now have available and are able to accommodate up to 130 students.

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X		
<b>Interior:</b> Interior Surfaces			X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			
<b>Electrical:</b> Electrical			X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X		
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs			X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X		
<b>Overall Rating</b>			X		

Note: Cells shaded in black do not require data.

## VI. Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	<i>Curriculum varies according to grade &amp; theme</i>
Mathematics	<i>Saxon Math, Math U See</i>
Science	<i>Delta Science</i>
History-Social Science	<i>Teacher Created Materials</i>
Visual & Performing Arts	<i>Materials vary by theme</i>

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-2011)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
USA	\$6,029	\$1,197	\$4,832	\$32,500
County Office of Education	\$29,677	\$9,848	\$19,829	\$61,176
Percent Difference – School Site and County	80%	89%	76%	47%
District	\$11,546	\$4,891	\$6,555	\$61,176
Percent Difference – School Site and District	48%	76%	26%	47%

**Note:** Cells shaded in black do not require data.

*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. Restricted revenue is typically from grants and special program funding. Unrestricted is the basic state aid per pupil.

## VIII. Student Performance

Academic progress is measured in two ways. The Academic Performance Index (API) is required under state law. Adequate Yearly Progress (AYP) is required by federal law.

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

**Adequate Yearly Progress: federal academic progress indicator** -The federal ESEA requires that all schools meet the following Adequate Yearly Progress (AYP) criteria:

- ◆ Participation rate of 95% on the state’s standards-based assessments in ELA and mathematics
- ◆ Required percent proficient on the state’s standards-based assessments in ELA and mathematics
- ◆ API growth score goal met as an additional indicator
- ◆ 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/>.

Both the API and AYP depend upon the Standardized Testing and Reporting Assessments (STAR) to determine academic progress. The following charts indicate USA progress.

## STAR RESULTS

### Standardized Testing and Reporting Results – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards on STAR* testing)								
	USA charter school			County Office of Ed			CA State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	27%	22%	28%	23%	25%	31%	50%	52%	54%
Mathematics	14%	20%	19%	10%	13%	14%	46%	48%	50%
Science	35%	30%	46%	17%	21%	26%	50%	53%	56%
Hist-Soc Sci	N/A	12%	29%	11%	13%	17%	41%	44%	48%

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



Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in County Schools	31%	14%	26%	17%
All Students at USA charter	28%	19%	46%	29%
Male	19%	14%	*	*
Female	35%	23%	53%	*
Black or African American				
American Indian or Alaska Native	18%	9%	*	*
Asian				
Filipino				
Hispanic or Latino	15%	14%	*	*
Native Hawaiian or Pacific Islander				
White	34%	25%	47%	*
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	27%	18%	50%	*
English Learners	0%	0%	0%	0%
Students with Disabilities	36%	39%	*	*
Students Receiving Migrant Education Services				

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.

# API RESULTS

## Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2008	2009	2010
Statewide	1	1	1
Similar Schools	N/A		

## 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	-68	39	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			27
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

## 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, county office of education, and state level.

Group	2011 Growth API Scores					
	Number of Students	USA	Number of Students	DNCOE	Number of Students	State
All Students at the School	84	633	188	629	4,683,676	778
Black or African American	0		1		317,856	696
American Indian or Alaska Native	20	564	18	546	33,774	733
Asian	0		6		398,869	898
Filipino	0		1		123,245	859
Hispanic or Latino	9		15	635	2,406,749	729
Native Hawaiian or Pacific Islander	0		1		26,953	764
White	53	665	144	639	1,258,831	845
Two or More Races	2		2		76,766	836
Socioeconomically Disadvantaged	68	634	111	563	2,731,843	726
English Learners	2		5		1,521,844	707
Students with Disabilities	21	656	25	450	521,815	595

# AYP RESULTS

AYP Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	633
Statewide Rank (from 2010 Base API Report)	1
Met All 2011 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 8 of 9
2011–12 Program Improvement Status (PI Year)	Not in PI

## Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	USA	DNCOE
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate – Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient – Mathematics	No	No
Met API Criteria	Yes	No
Met Graduation Rate	N/A	Yes

## Federal Intervention Program (School Year 2011–12)

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

Indicator	USA	DNCOE
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2005-2006
Year in Program Improvement		Year 3

## IX. 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.

**Administrators annually receive three days of charter school leadership training at the Charter School Development Center leadership seminar. Credentialed teachers receive 10 days of professional development and educational training prior to the beginning of each school year. Additionally, credentialed teachers meet a minimum of two hours weekly for staff development, planning, and implementation of educational objectives. A minimum of 150 hours of professional staff development is expected of all credentialed teachers, and 80 hours is expected of non-credentialed station instructors.**

**Uncharted Shores Academy**

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Del Norte County Office of Education

*Provided by the Ed-Data Partnership*

For more information visit <http://www.ed-data.org/>