

COASTAL ACADEMY K-8

"STUDENT SUCCESS,
PARENT INVOLVEMENT, DYNAMIC
HOME STUDY"

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SCHOOL ACCOUNTABILITY

2009-10 REPORT CARD

Please note: As an independent charter school, Coastal Academy's program, resources, and administration are run independently from the Oceanside Unified School District. This report offers district and state data for comparison to satisfy reporting requirements.

DIRECTOR'S MESSAGE

As the Executive Director for Coastal Academy, I am pleased to share with you that our programs continue to grow, and our influence with parents who wish to personalize their children's education is changing the educational landscape of North County San Diego. Coastal Academy offers a unique Personalized Learning program that blends a mix of traditional classroom time and a home-based education. As an accredited school with the Western Association of Schools and Colleges (WASC), we have been successfully equipping students and parents since our inception in 2003 with the Oceanside Unified School District.

Parents, students, and community members enjoy the programs that we have created and know that our "school of choice" offers students academic excellence. Enjoy this year's report.

MISSION STATEMENT

Our mission is to inspire students, empower parents, and promote a life-long love for learning by creating an environment where academic success is personalized and achievable for all children. Parents (working with credentialed teachers) prepare, monitor, and implement programs that enrich, challenge, and inspire students to embrace personalized academic success.

COMMUNITY & SCHOOL PROFILE

Coastal Academy is Oceanside's highest achieving charter elementary school. Operating since 2003, Coastal Academy "partners with parents" in their mission to educate their children. The school's program spans kindergarten through eighth grade and offers optional weekly workshops and Monday enrichment labs for students.

Coastal Academy seeks to create "Thinkers, Communicators, and Achievers."

The school is accredited by the Western Association of Schools and Colleges (WASC). Students continually outperform other area schools due to the fact that they work so closely with their parents and are supervised by a credentialed teacher.

Coastal Academy is a 2010 California Distinguished School.

In the 2009-10 school year, Coastal Academy served 615 students in grades kindergarten through eight on a traditional school year calendar. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2009-10	
	Percentage
African American	1.3%
American Indian	-
Asian	3.3%
Filipino	0.8%
Hispanic or Latino	14.1%
Pacific Islander	1.6%
White	72.4%
Two or More	6.5%
None Reported	-

DISCIPLINE & CLIMATE FOR LEARNING

Students at Coastal Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. A schoolwide discipline plan has been developed and adopted by teachers, administrators, and parents. Since parents play such a primary role in the school's discipline program, it's considered a parent-based program. Rules, procedures, and expectations are clearly stated in the parent-student handbook and are posted in the hallways.

Rules and expectations are reinforced fairly, firmly, and consistently throughout the year through individualized mailings, phone calls, and other ongoing interaction with the student and parents. Positive behavior is the focus of staff efforts at Coastal Academy.

There are numerous opportunities for students to be recognized for their exemplary behavior and achievement through awards such as the Student Recognition Program, which recognizes thinkers, communicators, and achievers.

The suspensions and expulsions table displays the total number and percentage of incidents at the school. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	0	0	0	4904	4239	6205
Suspension Rate	0.0%	0.0%	0.0%	23.1%	19.7%	29.4%
Expulsions	0	0	0	85	108	86
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.5%	0.4%

ENRICHMENT ACTIVITIES & AWARDS

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Enrichment activities include computers, sign language, art, swimming, gymnastics, guitar, choir, musical theatre, soccer, surfing, and leadership classes.

SCHOOL ENROLLMENT & ATTENDANCE

The table displays the enrollment trends for the past three years. As a charter school offering independent study, we do not track absences – only outcomes in the students learning.

Enrollment Trend by Grade Level			
	2007-08	2008-09	2009-10
K	71	83	71
1st	54	64	79
2nd	59	53	69
3rd	70	70	66
4th	59	73	70
5th	66	59	75
6th	60	72	69
7th	66	54	63
8th	37	63	53

CLASS SIZE

Coastal Academy offers a variety of programs to help best fit student needs. A/B workshops (twice a week) as well as an alternate Track C program (5-day at home).

PARENT INVOLVEMENT

Parents participate on various committees that make decisions regarding the priorities and direction of the educational plan. This ensures instructional programs are consistent with students' needs and comply with district goals. These committees include the Parent Focus Groups and volunteer committees. Volunteerism at Coastal Academy has been one of the keys to the success of the educational program. Parents must volunteer 25 hours a year at the school. Parent education workshops are held throughout the year.

Educational speakers and topics are discussed to strengthen the role of parents as primary educators. Parents and the community have the opportunity to participate in schoolwide field trips that tie history and science themes into events and crafts. The Coastal Academy's annual Open House occurs in March.

COUNSELING & SUPPORT STAFF

It is the goal of Coastal Academy to assist students in their social, personal, and academic development. The school provides special attention to students who experience achievement problems difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. There are currently no academic counselors at Coastal Academy.

Coastal Academy staff and teachers offer a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Coastal Academy staff recognizes the uniqueness of all its students. The school offers differentiated instruction to all students. The school encourages students to work at their own pace. This allows students capable of high levels of achievement to move at an accelerated pace and students who are not achieving at grade-level proficiency to work at a slower pace and receive additional assistance. Coastal Academy's curriculum program is to offer assistance and specialized instruction to students with special needs. Students who are falling below grade level or performing below standards in their academic program meet with their assigned teacher to discuss the modification of their educational program. This modified program is monitored closely to ensure individual success. All Special Education students receive additional assistance and tutoring.

TEACHER ASSIGNMENT

Coastal Academy recruits and employs the most qualified credentialed teachers. For the 2009-10 year, Coastal Academy had 27 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	21	28	27	*
Without Full Credentials	1	0	0	*
Working Outside Subject	0	0	0	*

* State has not provided data.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0



HIGHLY QUALIFIED TEACHERS

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

SCHOOL FACILITIES & SAFETY

Coastal Academy provides a safe, clean environment for students, staff, and volunteers. The school is situated on one acre and spans 20,000 square feet. School facilities were built in 2003, and presently include the library, nine permanent classrooms, one computer lab, a staff room, and playground, which are all up-to-date and provide adequate space for students and staff. Unlike a traditional public school, Coastal Academy pays a monthly mortgage for facilities. The facility strongly supports teaching and learning through its ample classroom and playground space and a staff resource room.

Cleaning Process

A custodian cleans classrooms, restrooms, and campus grounds on a daily basis. A scheduled maintenance program is administered by the school to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment.

Maintenance and Repair

Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. At the time this report was published, 100% of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The table displays the most recent facility inspection conducted at Coastal Academy.

Safety

Safety of students and staff is a primary concern of Coastal Academy. The school is a closed campus; all visitors must check in at the office before entering. During recess, lunch, before school, and after school, teachers and classified staff monitor the campus to ensure student safety throughout the school day.

Coastal Academy incorporates a safety plan that includes steps for ensuring student and staff safety during a disaster. The school principal conducts earthquake, fire, and other emergency drills on a regular basis in accordance with the site disaster plan. Each classroom contains emergency supplies, food, water, and rescue equipment in a convenient location for any emergency.

The School Safety Plan is reviewed and revised when necessary. Components of the School Site Safety Plan include strategies and programs that will provide and maintain a high level of school safety. The Safe School Plan outlines rules and procedures governing safety issues at the school including information on crimes committed on the school grounds; child abuse reporting procedures; disaster procedures; sexual harassment policies; schoolwide dress code; procedures for safe ingress and egress of pupils, parents, and school employees; and strategies to provide a safe and orderly environment. The plan was last reviewed and updated with school staff in fall 2010.

Deferred Maintenance Budget & Projects

Coastal Academy does not have a deferred maintenance budget or participate in any deferred maintenance projects.

CURRICULUM DEVELOPMENT & PROFESSIONAL DEVELOPMENT

At Coastal Academy, curricula in all of the core content areas have been aligned with the California State Content Standards. The school analyzes student work, using data effectively and working collaboratively to plan and improve instruction. School representatives conduct a review of the school's program by looking at how well students perform on benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

The curriculum team makes certain that curriculum is well-articulated among grade levels, identifying and correcting gaps to ensure continuity. The team recommends textbooks for adoption and develops curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. The school's Leadership Team, parents, and members of the school community continually evaluate the school's success in meeting curricular objectives.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	*	*
High-Poverty Schools in District	*	*
Low-Poverty Schools in District	*	*

* State has not provided data.

School Facility Conditions

Date of Last Inspection: 10/20/2010

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Coastal Academy provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. For the 2007-08 and 2008-09 school years, five staff development days were annually offered. In the 2009-10 school year six staff development days were offered.

LIBRARY & COMPUTER RESOURCES

In addition to standard textbooks, Coastal Academy offers literature that is thematically linked to history, science, and the language arts program. Whenever possible, classics are chosen both as student-read literature and read-alouds with parents/teachers.

Integration of technology into the standard curriculum is ongoing at Coastal Academy. Students receive computer instruction on a regular schedule. Software programs develop reading skills, technological skills, and mathematical proficiency. The power of the computer as a learning tool gives students an edge in the technological world of the twenty-first century. There is approximately one computer per classroom, and 20 internet-connected computers are available for student use in the computer lab. Students visit the computer lab on a weekly basis.

ADDITIONAL INTERNET ACCESS/PUBLIC LIBRARIES

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Oceanside, which contain numerous computer workstations.

CONTACT INFORMATION

Parents who wish to participate in Coastal Academy's leadership teams, school committees, school activities, or become volunteers may contact Chief Business officer Cameron Curry at (760) 546-0101.

INSTRUCTIONAL MATERIALS

The Classical Academies sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and provide our students with textbooks in the core subject areas. The school held a public hearing August 24, 2010, and determined that sufficient and good quality textbooks and instructional materials are available, pursuant to the settlement of *Williams vs. the State of California*. All students are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The resolution does not include English Learners. The table displays the most current (November 2010) textbooks in use at Coastal Academy.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/ Language Arts	Holt	2010	Yes	0.0%
4th-5th	English/ Language Arts	McGraw-Hill	2010	Yes	0.0%
K-1	English/ Language Arts	Sing, Spell, Read, and Write	2003	Yes	0.0%
2nd-3rd	English/ Language Arts	SRA (Open Court)	2003	Yes	0.0%
6th-8th	Foreign Language	Prentice Hall	2003	Yes	0.0%
6th-8th	Mathematics	Glencoe/ McGraw Hill	2003	Yes	0.0%
K-6	Mathematics	Saxon	2003	Yes	0.0%
5th-8th	Science	Houghton Mifflin	2010	Yes	0.0%
K-4	Science	Primary Resource Documents	2010	Yes	0.0%
7th-8th	Social Science/ History	Glencoe	2003	Yes	0.0%
K-6	Social Science/ History	Primary Resource Documents	2003	Yes	0.0%

STUDENT ACHIEVEMENT

Please note: As an independent charter school, Coastal Academy's program, resources, and administration are run independently from the Oceanside Unified School District. This report offers district and state testing data for comparison to satisfy reporting requirements.

To obtain accurate and valid measures of educational progress, Coastal Academy offers students multiple opportunities to demonstrate mastery of the California State Content Standards. In addition to established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria.

PHYSICAL FITNESS

In the spring of each year, Coastal Academy is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. During the 2009-10 school year, 36.2% of fifth and 32.1% of seventh grade students at Coastal Academy met state fitness standards in all six fitness areas.

FEDERAL INTERVENTION PROGRAM

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs	School	District
	Not in PI	In PI
Program Improvement (PI) Status		
First Year in PI	-	2006-2007
Year in PI (2010-11)	-	Year 3
# of Schools Currently in PI	-	15
% of Schools Identified for PI	-	60.0%

CALIFORNIA STANDARDS TEST

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second 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. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	69	74	68	45	49	50	46	50	52
Mathematics	65	68	65	46	48	50	43	46	48
Science	74	65	71	45	48	50	46	50	54
History/Social Science	49	54	53	36	42	45	36	41	44

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	50	50	50	45
School	68	65	71	53
African American	*	*	*	*
American Indian	*	*	*	*
Asian	86	86	*	*
Filipino	*	*	*	*
Hispanic or Latino	58	52	56	27
Pacific Islander	*	*	*	*
White	70	67	73	55
Males	66	67	74	56
Females	70	63	68	50
Socioeconomically Disadvantaged	61	51	61	40
English Learners	*	*	*	*
Students with Disabilities	33	40	*	*
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

ADEQUATE YEARLY PROGRESS

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/Language Arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	No	No	No
Percent Proficient	Yes		Yes	
API School Results	N/A		Yes	
Graduation Rate			Yes	

ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to achieve.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2010 Growth API at the school, district, and state level.

Growth API			
	School	District	State
All Students	860	773	767
White	872	852	838
Socioeconomically Disadvantaged	810	732	712

API School Results			
	07-08	08-09	09-10
Statewide Rank	9	9	9
Similar Schools Rank	6	5	5
All Students			
Actual API Change	2	19	-14
White			
Actual API Change	6	27	-6
Socioeconomically Disadvantaged			
Actual API Change	-38	50	-23

* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

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TEACHER & ADMINISTRATIVE SALARIES

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 the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information Teachers - Principal - Superintendent 2008-09		
	District	State
Beginning Teachers	\$40,216	\$41,155
Mid-Range Teachers	\$68,084	\$65,379
Highest Teachers	\$89,745	\$85,049
Elementary School Principals	\$11,464	\$106,453
Middle School Principals	\$118,564	\$111,487
High School Principals	\$133,160	\$121,513
Superintendent	\$234,150	\$194,802
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.30%	39.90%
Administrative Salaries	4.00%	5.10%

SCHOOL SITE AVERAGE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$48,631
District	\$72,240
Percentage of Variation	33.0%
School & State	
All Unified School Districts	\$66,478
Percentage of Variation	27.0%

EXPENDITURES & SERVICES FUNDED

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,501
From Restricted Sources	\$13
From Unrestricted Sources	\$4,488
District	
From Unrestricted Sources	\$6,031
Percentage of Variation between School & District	25.0%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	21.0%

In addition to general state funding, Oceanside Unified School District received state and federal funding for the following categorical, special education and support programs:

- Gifted and Talented Pupils
- School Improvement Program
- Peer Assistance and Review Program
- Class Size Reduction
- Home-to-School Transportation
- Voc. Ed, Handicapped Students
- Economic Impact Aid
- Instructional Materials
- Staff Development
- Special Education
- ECIA

DATA SOURCES

Data within the SARC was provided by the district, retrieved from the 2009-10 SARC template, and/or located on DataQuest (<http://data1.cde.ca.gov/dataquest>). DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Language Learners (ELLs).

