



# SCHOOL ACCOUNTABILITY REPORT CARD

*A Profile for the Community*

## Greater San Diego Academy

13881 Campo Road, Suite A5 \* Jamul, CA 91935 \* (619) 669-3050

Chartered through the Jamul-Dulzura Union School District

*Gail Levine, Director*

*2008-2009 School Year*

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### Director's Message

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff.

Chartered in 1999, Greater San Diego Academy grew from an EAK-8 school that served 21 students with 2 staff members in September of 1999 to a program that serves over 400 students in grades EAK-12, in the 2006-2007 school year. A home-based, personalized learning program, GSDA focuses on meeting the needs of each individual child and giving them the tools necessary to achieve the goals set by them and their families for their success.

GSDA is a public charter school providing educational services for a wide-range of student profiles, including high-potential low-motivated students, special education students, "at-risk" students, and academically inclined students with post-secondary educational goals. Students are educated through home-based and community-based independent learning programs, cooperative activities, and supplemental learning projects identified by an educational learning team composed of parents, students, and certificated staff members. Each student receives a Personalized Learning Plan that is developed by highly qualified California-certified teachers working collabora-

tively with each student's parents to tailor the curriculum to meet that student's individual learning needs. Utilizing independent study strategies, the school assists and supports "the parent as teacher" as well as assists each student to realize his or her own special talents, whether it is in the arts, sciences, or other academic areas.

Greater San Diego Academy (GSDA) offers California Standards-based curriculum as well as many opportunities for students to attend on-site academic and elective activities or to benefit from the experiences of off-site academic and elective activities.

### GSDA's Mission

*The mission of GSDA is to create high-achieving learning environments for all students. Learning environments where the most effective curriculum and instructional techniques combine to support learning. Activities build on students' prior knowledge and experience, and students learn basic skills and thinking skills while investigating real-world problems and issues.*

### GSDA's Vision

*We will help every child develop the knowledge, talents and abilities to become a successful, contributing member of society by supporting families through personalized learning.*

### Student Enrollment



Our average daily attendance for the 2008-2009 school year was 402 .

Percent- age	12															
	11															
	10															
	9															
	8															
	7															
	6															
	5															
	4															
	3															
	2															
	1															
	K	1	2	3	4	5	6	7	8	9	10	11	12			
Grade Level																



Finding ways to bridge the gap...people working together toward a common goal.

### Racial and Ethnic Sub-groups

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	24	6.0	Hispanic or Latino	132	33.2
American Indian or Alaska Native	3	0.8	Pacific Islander	3	0.8
Asian	11	2.8	White (Not Hispanic)	208	52.4
Filipino	2	0.5	Multiple or No Response	14	3.5

### WASC Accreditation



In March of 2006, GSDA was visited by a WASC accreditation team. At the end of this four-day visit, reports were submitted that validated all of our hard work in building a community of learners and leaders. It was obvious from every meeting, every discussion, and every example the visiting team saw that our school community is one dedicated to serving our children. "This is what a public school should look like." ~ WASC team member. We were awarded a six-year term of accreditation, with a three-year one day revisit.

In March of 2009, we were visited by the WASC accreditation team for the three-year one day visit. We were commended on the "high level of understanding and commitment to the purpose and vision of the school by staff, parents, and students." We at GSDA are all proud of our work and of the recognition of the strength of our program that is supported by this national accrediting organization.

## Positive Program Aspects of Greater San Diego Academy

Our staff and parents collaborate frequently to provide meaningful educational and social experiences for our students. In addition to looking at demographics and data, we would like to include here some areas of strength as reported by our staff and parents. This list is only a partial representation of the positive, dynamic opportunities presented at some or all of our resource centers that one might not expect in a 'home based' school:



- Family choice of standards-based curriculum
- Free on-site enrichment classes ranging from tutoring in academics to the arts
- Organized leadership
- Progress monitored and assessed by credentialed educators
- Academic support classes on site for high school math and science
- Frequent staff collaboration for student success
- Special Education services and materials provided
- Student-created published books
- Online family chat groups
- Personal relationships that build student confidence
- Career Planning
- Credentialed school psychologist
- On-site and off-site tutoring available
- ROP
- Community college coursework
- School Pictures and IDs
- Year Book
- Web-based curriculum available



- Materials in Spanish and English
- High level of excellence across the board
- An atmosphere of respect among students and adults
- Parent participation in shared decision making is encouraged and supported
- Training in educational techniques for parents
- Parents volunteer on site in many ways, including teaching enrichment classes
- Formal high school graduation ceremony
- Year End Research Project Presentation Event
- Field trips and events for all ages
- Science camp for middle and high school students
- "The consultants really care about my child and her progress" (parent statement)
- "respect for my decisions... independence in teaching" (parent statement)
- "Warm, relaxed, supportive atmosphere where we feel welcome to drop in any time" (parent statement)



"The curriculum from which my child is allowed to choose gives him the confidence to do well."  
M.W. (parent)

## CST -- All Students      Standardized Testing and Reporting

Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English-Language Arts	46	53	56	48	50	56	43	46	50
Mathematics	22	24	33	46	51	59	40	43	46
Science	44	40	48	47	50	56	38	46	50
History-Social Science	23	34	28	34	32	50	33	36	41

### CST -- Racial and Ethnic Subgroups

Subject	African American	Hispanic or Latino	White (not Hispanic)
English-Language Arts	27	42	66
Mathematics	8	25	36
Science	67	27	47
History-Social Science	0	15	39

All CST data reported on this page are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). \* indicates group too small to report.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities
English-Language Arts	53	58	33	41	29
Mathematics	35	31	17	23	19
Science	55	33	21	19	33
History-Social Science	42	35	9	17	0

API Base Data				API Growth Data			
	2006	2007	2008		From 2006 to 2007	From 2007 to 2008	From 2008 to 2009
Percent Tested	95	93	91				
API Base Score	710	691	695	API Growth Score	691	699	743
Growth Target	5	5	5	Actual Growth	-19	8	48
Statewide Rank	3	2	2				
Similar Schools Rank	9	7	7				

## Standardized Testing and Reporting: Looking at AYP and API

As we examined our school's academic performance over the past three years, we found that our overall Annual Yearly Progress scores have fluctuated a bit, but have increased a great deal over the last year. In 2007 the Academic Performance Index (API) dropped 19 points from the previous year. In 2008 the API rose slightly by 8 points. In 2009, the API increased by 48 points.

Overall, our test scores for English-language arts and math have increased by a few points each year. Although our science and history-social science scores have increased from 2007, there was a slight decrease in science from 2007 - 2008 and in history-social science from 2008-2009. Compared to state scores, our English-language arts scores are higher; however, our math, science, and history-social science scores are much lower than the state scores. As a staff, we continue to have conversations about how to increase student scores, especially in math.

As a homeschool charter, we face several challenges in regards to testing. We recognize that we have a large turnover in student population — 52% of the students enrolled at testing time were new to our school in the 08-09 school year. This means that the year-to-year results are comparing very different groups of students, with very different parent/teachers. With that in mind, however, we also know that we must find ways to assist all students in reaching the highest educational goals possible. Based on the needs of our student population, our staff has collaborated in the creation of goals to address these needs. Goals for student achievement have been set and practices implemented to assist our students in becoming better readers, writers, and mathematicians.

Addressing the needs of subgroup populations is a challenge for GSDA. We are also addressing the needs of our students through focused committees working to achieve goals targeted toward increasing achievement of those specific sub-group populations.

An additional challenge for GSDA concerning standardized assessment is getting our students to participate. Since we are a home school charter, parents must bring their children to the site each day for testing. We spent much time meeting with families to discuss what we could do to increase the participation rate. What we found was that testing and scores simply did not have the same meaning for some of our parents as it does for the certificated staff. We continue to work to educate our parents, and we strongly encourage parents to participate in testing each spring, pointing out that the test results can be used as one means to pinpoint gaps in their children's learning, to assist staff in comparing program effectiveness from year to year, and in creating ever more personalized educational programs for each student.

## Credentialed Staff

The educational consultants at GSDA provide families with a complete curriculum and course of study to accomplish the individual education objectives established for each student. Support and guidance is provided to each parent to enable the parent/consultant/student team to implement a quality instructional program. GSDA is also proud to provide the services of a credentialed school psychologist to students in all grade levels. This service enables our families to be confident that their choices of curriculum and extra-curricular activities will lead to the accomplishment of their chosen educational goals.

Our teaching staff is highly educated. 70% of the GSDA staff have earned post graduate degrees, compared to 44% for the district and 39% for the state. All consultants are fully credentialed, and 100% meet requirements in one or more areas as Highly Qualified Teachers under No Child Left Behind guidelines. The staff works collaboratively to insure that all subject areas are addressed in a fashion most likely to lead to success for every student.

## Graduation Rate and Dropout Rate

Greater San Diego Academy is proud of our students. The graduation and drop-out percentages reported to the state do not show the true nature of our success. Of the students in 12th grade who did not graduate, several are continuing on with GSDA because we can allow them to work at their own pace to be successful. Others have moved on to other programs where they will find their path to success. Compared to the state, our drop-out rate is slightly lower and our graduation rate is higher. We consistently pursue avenues to assist all of our students in completing their schooling.

	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
<b>Enrollment (9-12)</b>	86	121	123	86	121	123	1,974,645	1,997,181	2,015,720
<b>Number of Dropouts</b>	4	8	4	4	8	4	68,727	84,603	78,369
<b>Dropout Rate (1-year)</b>	5	6.6	3.3	5	6.6	3.3	3.7	4.2	3.9
<b>Graduation Rate (%)</b>	83.3	80.6	85.7	83.3	80.6	85.7	82.5	80.6	80.2

## Greater San Diego Academy Facilities

GSDA serves families in four locations in San Diego county. These facilities house consultation offices, classroom space for group activities, libraries containing supplemental educational materials as well as books for student check-out, and computers for student use.

**East County:**

13881 Campo Road,  
Suite A5  
Jamul, CA 91935  
619-669-3050

**Central County:**

9636 Tierra Grande Street,  
Suite 101  
San Diego, CA 92126  
858-536-7930

**North County:**

1645 Capalina Road,  
Suite 600  
San Marcos, CA 92069  
760-752-7100

**South County:**

2232 Verus Street,  
Suite 110  
San Diego, CA 92154  
619-424-4100