

Ambassador Phillip V. Sanchez Public Charter

David Petropulos, Principal

Principal, Ambassador Phillip V. Sanchez Public Charter

About Our School

I am thrilled to serve as the principal of Ambassador Phillip V. Sanchez Public Charter School. It is a privilege to lead this learning community during a time of incredible change and tremendous possibilities. Our challenge is to embrace the future of the 21st century and assure that our students are properly prepared to become leaders in this exciting new world. In order to accomplish this monumental task we must provide the following: a high level of personalization in every aspect of a student's high school experience, a proud recognition for individual and group accomplishments as well as for diligence and hard work, and, an unwavering commitment to the development of character and civic responsibility in our young people.

To our students, I ask that you reflect on your goals and strive not only to pursue personal excellence but also to demonstrate your perseverance and integrity. Know that all staff is here to support and encourage you as you explore different possibilities and grow as learners. Remember that with these opportunities, comes both a personal and collective responsibility to be supportive of one another. I will count on you to go beyond tolerance and treat all members of our community with respect. A school that aspires to greatness can expect no less.

I am extremely proud of our dedicated, experienced staff. As demands and complexities of teaching children increase, it becomes more evident that we all need to work together to insure that our children reach their potential. I believe that all of us - the school and the community - must work together in an extended family environment to insure success for all our students. I believe it is everyone's responsibility to empower children with the creative, intellectual, and decision-making skills necessary for them to become academically, socially, physically, and emotionally successful and responsible. With that in mind, you are invited to be an active participant at Ambassador Sanchez. All parents are encouraged to be involved! Research on schools clearly demonstrates that parent participation in their child's school coincides with a greater likelihood of academic success for their child.

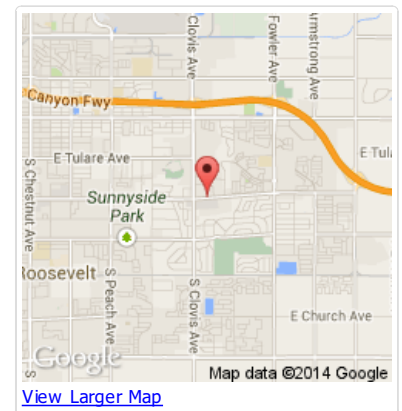
Thank you for considering a Learn4Life School!!!

David Petropulos

Contact

5659 East Kings Canyon Rd., Ste. 101
Fresno, CA
93727-4641

Phone: 559-255-9017
E-mail: dpetropulos@cvsouth.org



[View Larger Map](#)

Data and Access

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](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

| School | |
|--|--|
| School Name | Ambassador Phillip V. Sanchez Public Charter |
| Street | 5659 East Kings Canyon Rd., Ste. 101 |
| City, State, Zip | Fresno, Ca, 93727-4641 |
| Phone Number | 559-255-9017 |
| Principal | David Petropulos, Principal |
| E-mail Address | dpetropulos@cvsouth.org |
| County-District-School (CDS) Code | 10623800124982 |

| District | |
|----------------------------------|--|
| District Name | Raisin City Elementary |
| Phone Number | (559) 233-0128 |
| Web Site | www.raisincity.k12.ca.us |
| Superintendent First Name | Anna |
| Superintendent Last Name | Ramirez |
| E-mail Address | annaramirez@raisincity.k12.ca.us |

Last updated: 1/28/2014

School Description and Mission Statement (School Year 2012-13)

Ambassador Sanchez Charter School is a public charter school that offers a personalized learning educational program for students. In the Personalized Learning program, each student is assigned to a "highly qualified" credentialed teacher who provides instruction, monitors attendance, and develops an individual learning plan driven by the student's assessment results.

The mission of Ambassador Sanchez Charter School is to engage at-risk students who choose an alternative to traditional schools. Ambassador Sanchez equips students ages 5-22 with the ability to communicate and calculate with clarity and precision and participate responsibly in life of the community. Ambassador Sanchez enables students to become literate, self-motivated, lifelong learners. Ambassador Sanchez is committed to providing a safe positive learning environment that fosters and builds responsibility, motivation, lifelong learning, and academic success.

Last updated: 1/28/2014

Opportunities for Parental Involvement (School Year 2012-13)

Ambassador Sanchez encourages all parents to participate in the education of the student. The school has a Parent Advisory Team where all parents are welcome to attend. Students who see a strong bond between their parents and the school are more successful in school.

Last updated: 1/28/2014

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.
- **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.

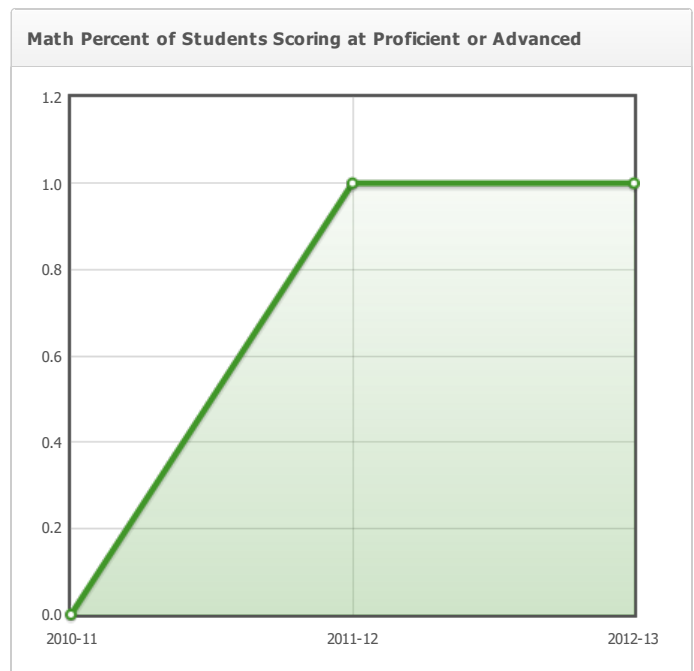
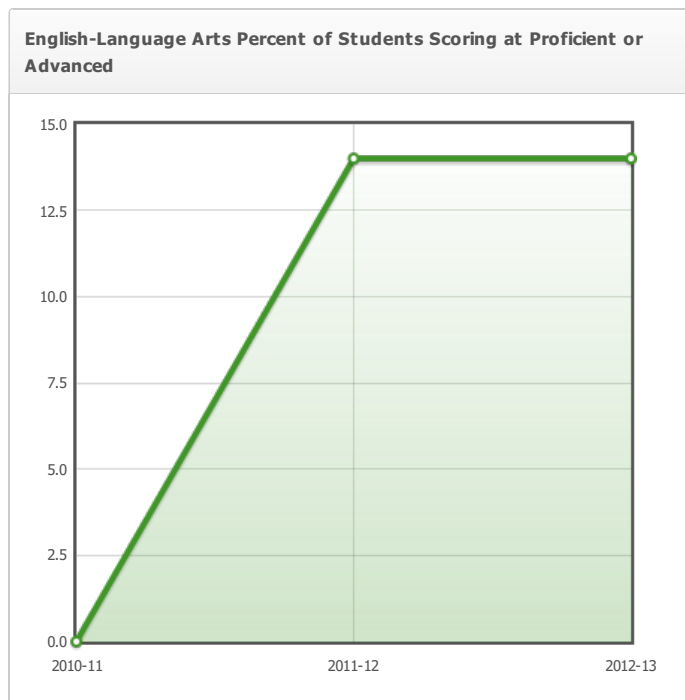
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

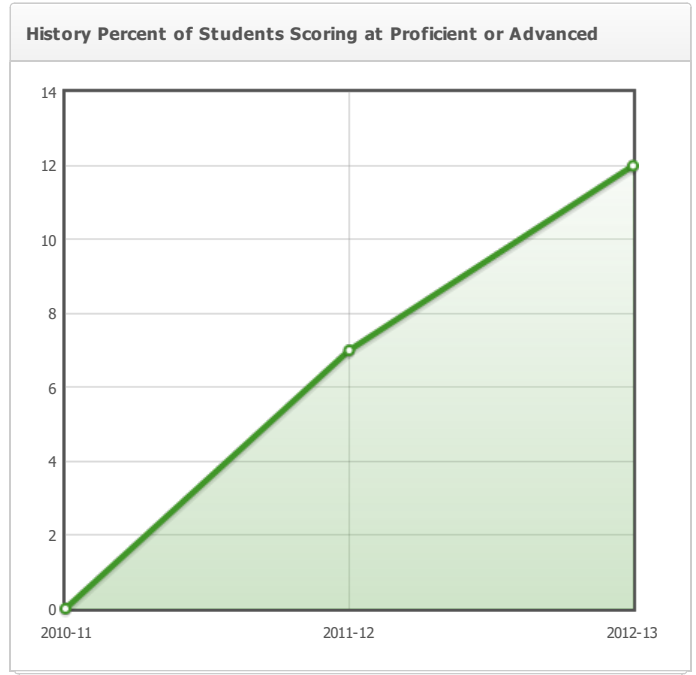
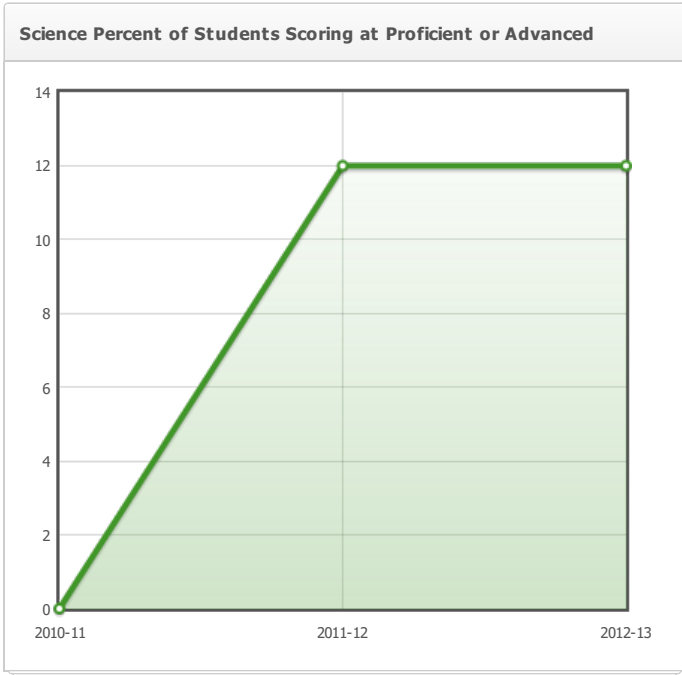
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | N/A | 14% | 14% | 26% | 22% | 19% | 54% | 56% | 55% |
| Mathematics | N/A | 1% | 1% | 30% | 25% | 21% | 49% | 50% | 50% |
| Science | N/A | 12% | 12% | 34% | 27% | 19% | 57% | 60% | 59% |
| History-Social Science | N/A | 7% | 12% | 36% | 14% | 14% | 48% | 49% | 49% |

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.





Last updated: 1/30/2014

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 the LEA | 19% | 21% | 19% | 14% |
| All Students at the School | 14% | 1% | 12% | 12% |
| Male | 13% | N/A | 13% | 20% |
| Female | 14% | 2% | 11% | 5% |
| Black or African American | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A |
| Asian | 7% | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 13% | N/A | 13% | 11% |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A |
| White | 23% | 4% | N/A | 18% |
| Two or More Races | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 14% | 1% | 13% | 14% |
| English Learners | 15% | N/A | 13% | 7% |
| Students with Disabilities | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A |

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.

Last updated: 1/30/2014

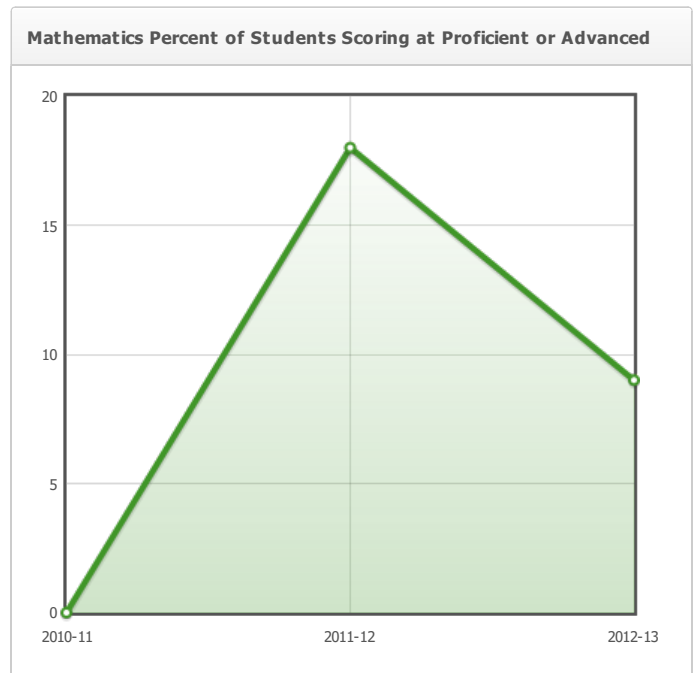
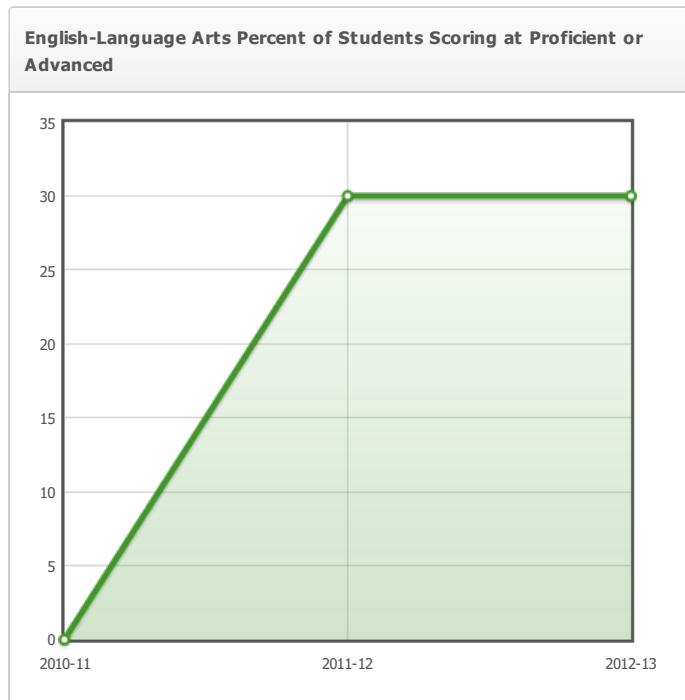
California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | N/A | 30% | 30% | N/A | 30% | 30% | 59% | 56% | 57% |
| Mathematics | N/A | 18% | 9% | N/A | 18% | 9% | 56% | 58% | 60% |

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.



Last updated: 1/30/2014

California High School Exit Examination Grade Ten Results by Student Group

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 70% | 27% | 2% | 91% | 9% | N/A |
| All Students at the School | 70% | 27% | 2% | 91% | 9% | N/A |
| Male | 78% | 22% | N/A | 100% | N/A | N/A |
| Female | 65% | 31% | 4% | 85% | 15% | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 72% | 25% | 3% | 94% | 6% | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 71% | 26% | 3% | 89% | 11% | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A | N/A |

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.

Last updated: 1/30/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) 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, see the [CDE PFT Web page](#).

| Grade level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | 40.0% | N/A | N/A |

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.

Last updated: 1/30/2014

Accountability

Academic Performance Index

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](#).

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 | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | | | B |
| Similar Schools | | | B |

Last updated: 1/30/2014

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

| Group | Actual API Change 2010-11 | Actual API Change 2011-12 | Actual API Change 2012-13 |
|-------------------------------------|---------------------------|---------------------------|---------------------------|
| All Students at the School | | B | -21 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

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.

Last updated: 1/30/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

| Group | Number of Students | School | Number of Students | LEA | Number of Students | State |
|-------------------------------------|--------------------|--------|--------------------|-----|--------------------|-------|
| All Students at the School | 79 | 615 | 227 | 682 | 4,655,989 | 790 |
| Black or African American | 3 | | 0 | | 296,463 | 708 |
| American Indian or Alaska Native | 3 | | 0 | | 30,394 | 743 |
| Asian | 3 | | 0 | | 406,527 | 906 |
| Filipino | 0 | | 0 | | 121,054 | 867 |
| Hispanic or Latino | 56 | 609 | 208 | 677 | 2,438,951 | 744 |
| Native Hawaiian or Pacific Islander | 0 | | 0 | | 25,351 | 774 |
| White | 13 | 526 | 19 | 733 | 1,200,127 | 853 |
| Two or More Races | 0 | | 0 | | 125,025 | 824 |
| Socioeconomically Disadvantaged | 64 | 610 | 224 | 682 | 2,774,640 | 743 |
| English Learners | 23 | 662 | 182 | 673 | 1,482,316 | 721 |
| Students with Disabilities | 5 | | 22 | 445 | 527,476 | 615 |

Last updated: 1/30/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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 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](#).

| AYP Criteria | School | District |
|--|--------|----------|
| Made AYP Overall | No | No |
| Met Participation Rate - English-Language Arts | Yes | Yes |
| Met Participation Rate - Mathematics | Yes | Yes |
| Met Percent Proficient - English-Language Arts | No | No |
| Met Percent Proficient - Mathematics | No | No |
| Met API Criteria | No | No |
| Met Graduation Rate | N/A | N/A |

Last updated: 1/30/2014

Federal Intervention Program (School Year 2013-14)

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](#).

| Indicator | School | District |
|---|-----------|----------|
| Program Improvement Status | Not in PI | |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | N/A | |
| Percent of Schools Currently in Program Improvement | N/A | % |

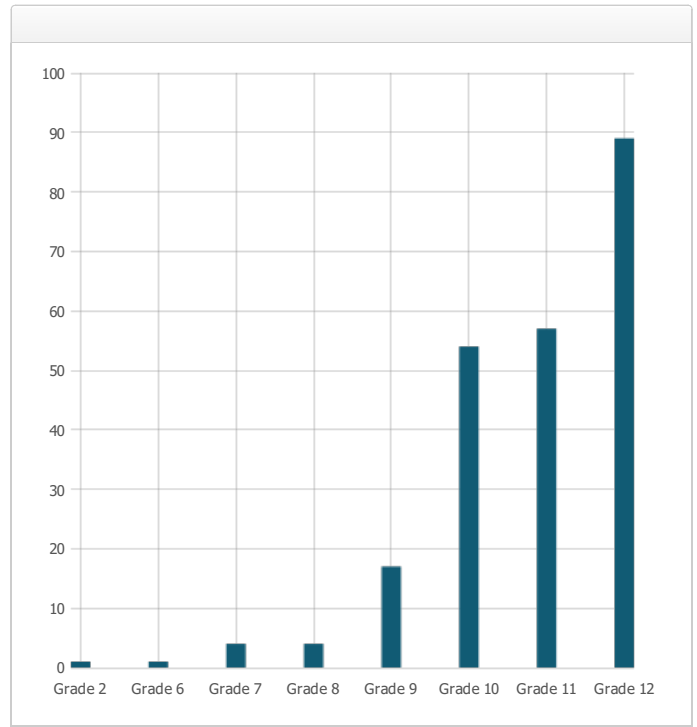
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/30/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

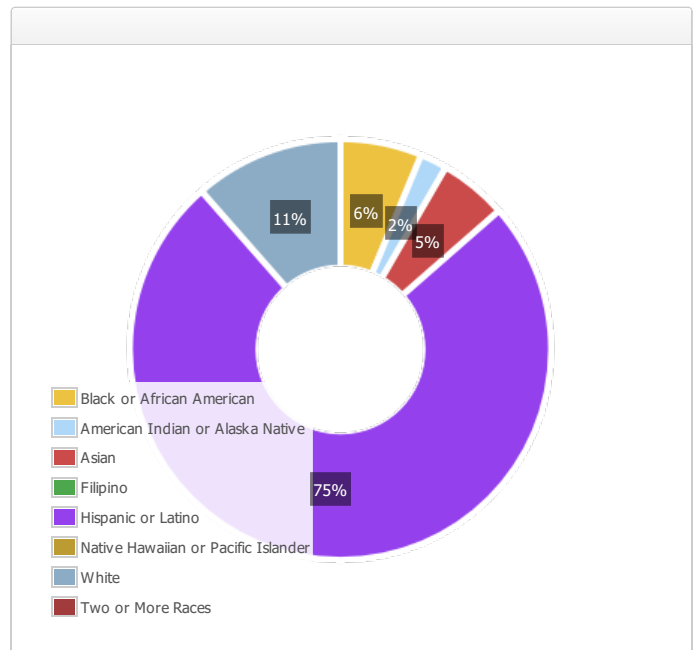
| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 2 | 1 |
| Grade 6 | 1 |
| Grade 7 | 4 |
| Grade 8 | 4 |
| Grade 9 | 17 |
| Grade 10 | 54 |
| Grade 11 | 57 |
| Grade 12 | 89 |
| Total Enrollment | 227 |



Last updated: 1/30/2014

Student Enrollment by Student Group (School Year 2012-13)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 6.6 |
| American Indian or Alaska Native | 2.2 |
| Asian | 5.7 |
| Filipino | 0.0 |
| Hispanic or Latino | 72.7 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 11.9 |
| Two or More Races | 0.0 |
| Socioeconomically Disadvantaged | 86.3 |
| English Learners | 30.4 |
| Students with Disabilities | 4.4 |



Last updated: 1/30/2014

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2010-11 | | | 2011-12 | | | 2012-13 | | | | | |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | 1.0 | | 1 | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | 1.0 | | 1 | | |
| Other | | | | | | | | | | | | |

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

Last updated: 1/30/2014

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2010-11 | | | 2011-12 | | | 2012-13 | | | | | |
|----------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|------|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 7.0 | | | | 27 | 2 | 1 | 8.0 | 30 | 1 | | |
| Mathematics | 8.4 | | | | 10 | 1 | 1 | 7.0 | 28 | | | |
| Science | 6.9 | | | | 10 | 1 | 0 | 11.0 | 6 | 1 | | |
| Social Science | 9.5 | | | | 11 | 1 | 0 | 7.0 | 17 | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/30/2014

School Safety Plan (School Year 2012-13)

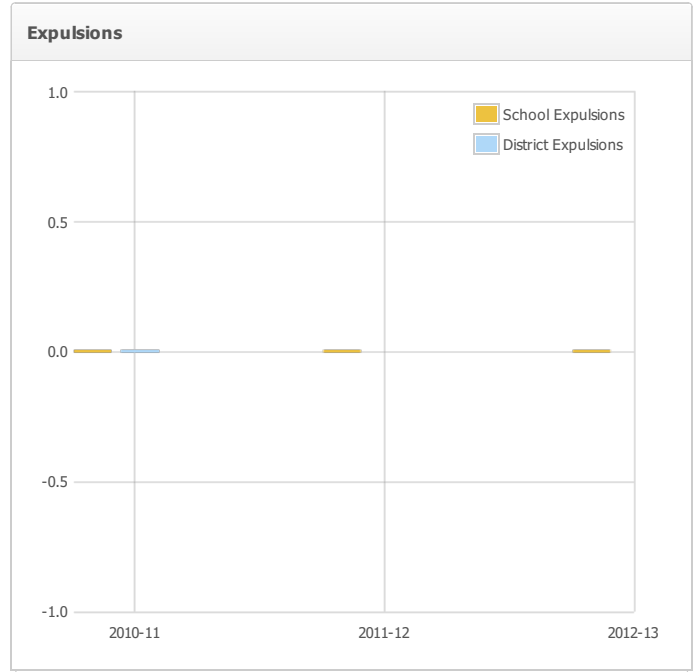
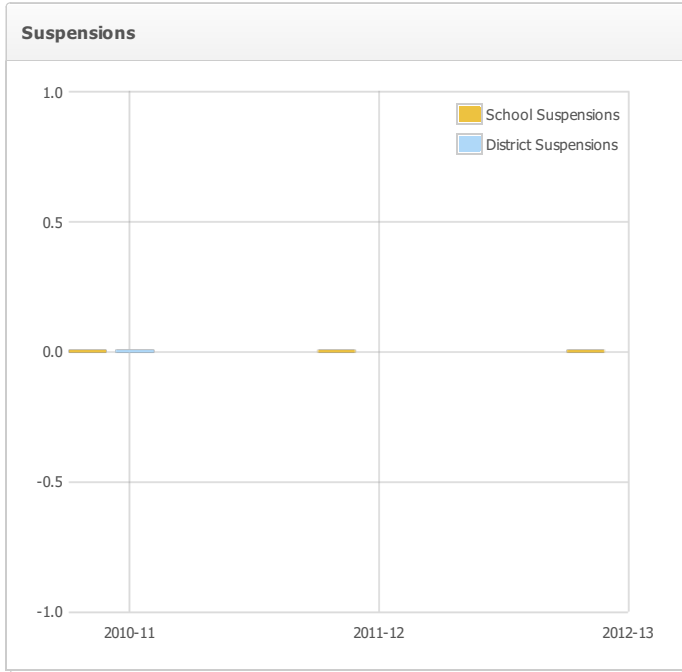
All teachers and staff have safety plan binders at their desks, and yearly staff development time is dedicated to our safety plan.

Last updated: 1/30/2014

Suspensions and Expulsions

| Rate * | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Suspensions | | 0.00 | 0.00 | | | |
| Expulsions | | 0.00 | 0.00 | | | |

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



Last updated: 1/30/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Ambassador Sanchez provides a clean and safe environment where students can learn. Courses are taught by highly qualified, credentialed teachers trained to meet the needs of the students. Currently there are four Ambassador Sanchez campuses, two located in Fresno, one at the Sunnyside location and the other at the West Shaw location, one in the Parlier technology center, one in Raisin City and one in Mendota.

Last updated: 1/30/2014

School Facility Good Repair Status (School Year 2013-14)

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | No repairs needed. |
| Interior: Interior Surfaces | Good | No repairs needed. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | No repairs needed. |
| Electrical: Electrical | Good | No repairs needed. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | No repairs needed |
| Safety: Fire Safety, Hazardous Materials | Good | No repairs needed. |
| Structural: Structural Damage, Roofs | Good | No repairs needed |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | No repairs needed. |

Overall Facility Rate (School Year 2012-13)

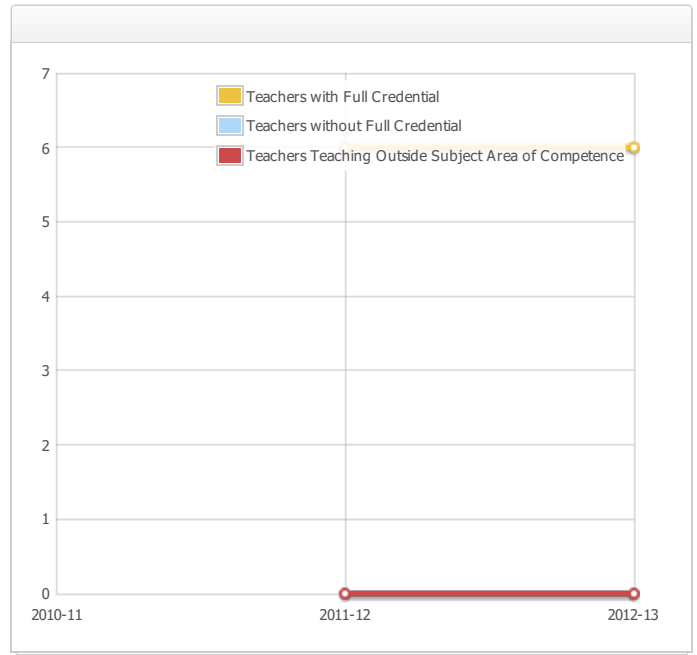
| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 1/30/2014

Teachers

Teacher Credentials

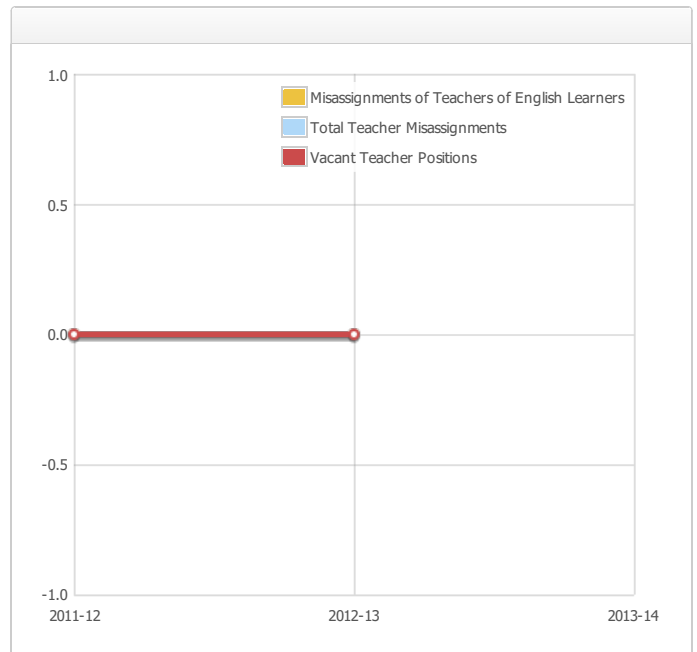
| Teachers | School | | District | |
|---|---------|---------|----------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2012-13 |
| With Full Credential | | 6 | 6 | |
| Without Full Credential | | 0 | 0 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | | 0 | 0 | |



Last updated: 1/30/2014

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2011-12 | 2012-13 | 2013-14 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments* | 0 | 0 | |
| Vacant Teacher Positions | 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.

Last updated: 1/30/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as 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](#).

| 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 | 92 | 9 |
| High-Poverty Schools in District | 92 | 9 |
| Low-Poverty Schools in District | 0 | 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 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|--|--|
| Academic Counselor | 0.0 | 0.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (librarian) | 0.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 1.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 1.0 | N/A |
| Speech/Language/Hearing Specialist | 1.0 | N/A |
| Resource Specialist (non-teaching) | 1.0 | N/A |
| Other | 2.0 | N/A |

Note: Cells shaded in black or with N/A values do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/30/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

| Core Curriculum Area | Textbooks and instructional materials | From most recent adoption? | Percent students lacking own assigned copy |
|---|--|----------------------------|--|
| Reading/Language Arts | Holt Literature Language Arts 3rd, 4th, 5th & 6th Course (Holt, Rinehart, & Winston) | Yes | 0.0 |
| Mathematics | Algebra 1 (Prentice Hall) Algebra/Trigonometry (McDougal Littell) Geometry (Prentice Hall) Pre-calculus (Larson and Hostetler) Calculus Eight Edition (Houghton Mifflin) | Yes | 0.0 |
| Science | Earth Science CA Edition (Prentice Hall) Biology CA Edition (Prentice Hall) Chemistry (Prentice Hall) Conceptual Physics (Prentice Hall) | Yes | 0.0 |
| History-Social Science | Principles in Action (Prentice Hall CA Edition) Magruder's American Government (Prentice Hall CA Edition) American Anthem, Modern American History (Holt CA Edition) World History, The Modern World (Prentice Hall CA Edition) | Yes | 0.0 |
| Foreign Language | Buen Viaje Level 1 (Glencoe) Buen Viaje Level 2 (Glencoe) | Yes | 0.0 |
| Health | Health (AGS) | Yes | 0.0 |
| Visual and Performing Arts | Understanding Art (Glencoe) | Yes | 0.0 |
| Science Laboratory Equipment (grades 9-12) | | Yes | 0.0 |

Virtual labs- Biology CA Edition (Prentice Hall)

Virtual labs - Chemistry (Prentice Hall)

Probeware Laboratory Manual/CD-ROM- Conceptual Physics
(Prentice Hall)

Last updated: 1/30/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$6,879 | \$142 | \$6,737 | \$61,297 |
| District | N/A | N/A | \$8,008 | N/A |
| Percent Difference – School Site and District | N/A | N/A | -15.87% | N/A |
| State | N/A | N/A | \$5,537 | \$57,720 |
| Percent Difference – School Site and State | N/A | N/A | 21.67% | 6.20% |

Note: Cells shaded in black or with N/A values 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.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/30/2014

Types of Services Funded (Fiscal Year 2012-13)

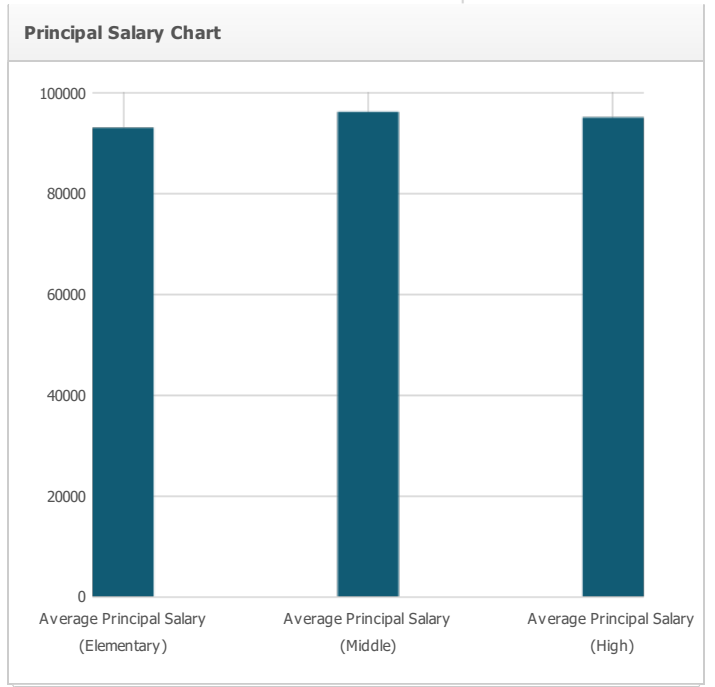
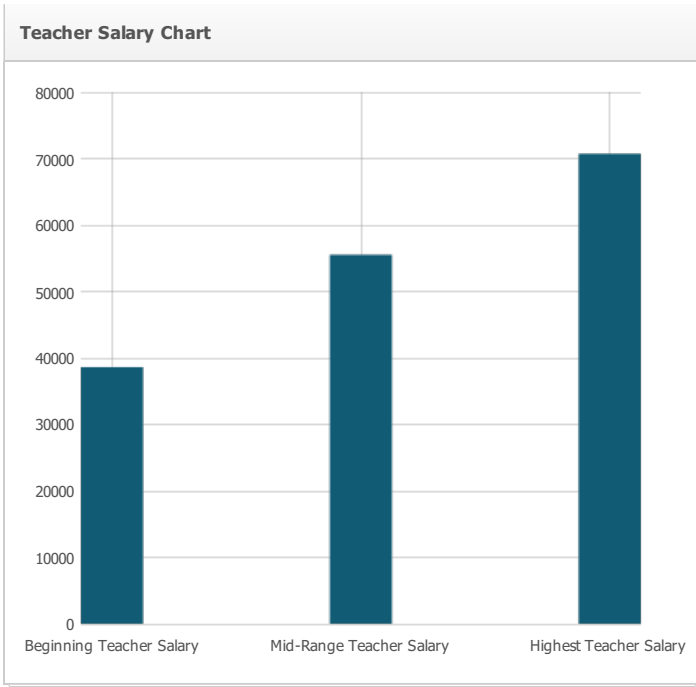
Ambassador Sanchez did not accept categorical funding.

Last updated: 1/30/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$38,625 | \$38,719 |
| Mid-Range Teacher Salary | \$55,530 | \$55,637 |
| Highest Teacher Salary | \$70,729 | \$70,797 |
| Average Principal Salary (Elementary) | \$92,955 | \$90,284 |
| Average Principal Salary (Middle) | \$96,092 | \$94,675 |
| Average Principal Salary (High) | \$94,993 | \$85,183 |
| Superintendent Salary | \$106,757 | \$104,272 |
| Percent of Budget for Teacher Salaries | 30.0% | 35.0% |
| Percent of Budget for Administrative Salaries | 8.0% | 7.0% |

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/30/2014

School Completion and Postsecondary Preparation

Admission Requirements for California’s 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 course 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 [UC Admissions Information Web page](#).

California State University

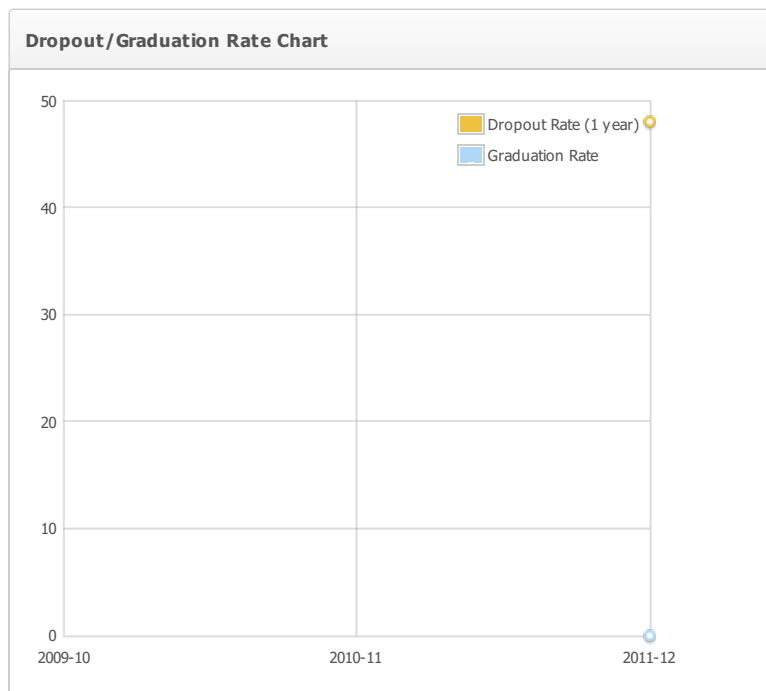
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the [CSU Web page](#).

Dropout Rate and Graduation Rate

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| Dropout Rate | | | 48.4 | | | | 16.6 | 14.7 | 13.1 |
| Graduation Rate | | | 0.00 | 74.72 | 76.26 | | 74.72 | 77.14 | 78.73 |



Last updated: 1/30/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

| Group | Graduating Class of 2012 | | |
|-------------------------------------|--------------------------|----------|---------|
| | School | District | State |
| All Students | 1 | 1 | 418,598 |
| Black or African American | | | 28,078 |
| American Indian or Alaska Native | | | 3,123 |
| Asian | | | 41,700 |
| Filipino | | | 12,745 |
| Hispanic or Latino | 1 | 1 | 193,516 |
| Native Hawaiian or Pacific Islander | | | 2,585 |
| White | | | 127,801 |
| Two or More Races | | | 6,790 |
| Socioeconomically Disadvantaged | 1 | 1 | 217,915 |
| English Learners | | | 93,297 |
| Students with Disabilities | | | 31,683 |

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/30/2014

Career Technical Education Programs (School Year 2012-13)

Ambassador Sanchez's Career Technical Education (CTE) programs emphasize and support academic achievement and are designed to encourage pupils to explore career options, educational, training and skill requirements for career interests, as well as, help students to develop desirable skills and competencies that are conducive to job success and personal growth. Career Exploration, Resume Writing, Interviewing, Community Service, Keyboarding, Computer Literacy and "General" Work Experience Education are components of the CTE programs that are available to Ambassador Sanchez students.

Last updated: 1/30/2014

Career Technical Education Participation (School Year 2012-13)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 0 |
| Percent of pupils completing a CTE program and earning a high school diploma | 0.0 |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0.0 |

Last updated: 1/30/2014

Courses for University of California and/or California State University Admission

| UC/CSU Course Measure | Percent |
|---|----------------|
| 2012-13 Students Enrolled in Courses Required for UC/CSU Admission | 0.0 |
| 2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0 |

Last updated: 1/30/2014

Advanced Placement Courses (School Year 2012-13)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 0 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 0 | N/A |
| Science | 0 | N/A |
| Social Science | 0 | N/A |
| All Courses | 0 | 0.0 |

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/30/2014

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.

We have 10 days dedicated to professional development. The primary areas of focus are ELA and Math proficiency and intervention. Student achievement data was used to determine the need for professional development in reading, writing and math. Professional development is delivered to staff in the form of monthly meetings on campus; off-site trainings/workshops; conferences. Teachers are supported during implementation through instructional coaching, meetings between teacher/department/principal, student test results and performance data.

Last updated: 1/30/2014