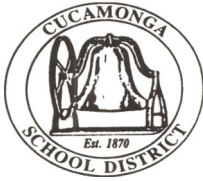




# SCHOOL ACCOUNTABILITY REPORT CARD

## Reported for 2010-11 School Year - Published in 2011-12



**RANCHO CUCAMONGA MIDDLE SCHOOL**  
**10022 Feron Blvd. - Rancho Cucamonga, CA 91730 - (909) 980-0969**  
**Bruce LaVallee, Principal**



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**Cucamonga School District**

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**Introduction**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1<sup>st</sup> of each year. The SARC contains information about the condition and performance of each California public school.

- ◆ For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa>.
- ◆ For additional information about the school, parents, and community members you should contact the school principal or the district office.

**Data and Access**

**Ed-Data Partnership Web Site**

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

**DataQuest**

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], 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 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.

**Mission Statement**

Rancho Cucamonga Middle School Community will empower students to achieve academic excellence and social responsibility using proven methods for successful results.

**SLOGAN:**

**"Knowledge is Power"**

**School Description**

Rancho Cucamonga Middle School (RCMS) was established in 1977 and encompasses the communities of both Rancho Cucamonga and Ontario. RCMS services approximately 900 6th, 7th and 8th grade students and operates on a modified traditional calendar.

**Principal's Message**

Welcome to Rancho Cucamonga Middle School, home of the Lions! Our school colors are Black & Gold and our school motto is "Knowledge is Power".

Your middle school years will be exciting, challenging, and productive. RCMS teachers are committed to assisting you in achieving academic excellence and social responsibility while attending Rancho Cucamonga Middle School. We look forward to making this statement a reality and I invite you to make it your vision as well. Working together we can build wonderful success stories and prepare our students for high school and beyond.

**Parental Involvement**

**Contact: Bruce LaVallee, Principal**  
**Phone Number: (909) 980-0969**

Parents are an integral part of student success. Studies show that when parents participate in their children's education, their children do better in school. Parents are also active in monitoring student homework and working collaboratively with teachers to improve the quality of their children's education. We believe that parent involvement plays an integral part in making the vision of our school plan work. If you would like to volunteer at the school and/or become involved in School Site Council or English Language Advisory Council, please contact the principal.



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

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS):

Grade Level	Enrollment
Grade 6	296
Grade 7	305
Grade 8	273
<b>Total Enrollment</b>	<b>875</b>

**Student Enrollment by Subgroup  
(School Year 2010-11)**

This table displays the percent of students enrolled at the school who are identified as being in a particular group:

Group	Percent of Total Enrollment
<b>Black or African American</b>	14.5%
<b>American Indian or Alaska Native</b>	0.1%
<b>Asian</b>	4.7%
<b>Filipino</b>	3.2%
<b>Hispanic or Latino</b>	65.7%
<b>Native Hawaiian or Pacific Islander</b>	1.3%
<b>White</b>	8.7%
<b>Two or More Races</b>	0.5%
<b>Socioeconomically Disadvantaged</b>	72.1%
<b>English Learners</b>	36.1%
<b>Students with Disabilities</b>	12.0%

**School Climate:**

**School Discipline Practices**

Our goal is to create a productive learning environment for our students. To do this we must have clear expectations and fair consequences. Behavior which is disruptive or which hurts others will not be tolerated.

**Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period:

Rate	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
<b>Suspensions</b>	24.4%	28.0%	25.9%	11.0%	13.01%	11.9%
<b>Expulsions</b>	0.5%	0.6%	0.3%	0.2%	0.2%	0.1%

**School Safety Plan**

**SB187 Safety Plan**

**Date the plan was last updated:**

October 4, 2011

**Date the plan was last reviewed with staff:**

October 4, 2011

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Rancho Cucamonga Middle School employs a variety of strategies and programs to encourage a high level of school safety. The school employs two assistant principals to manage school safety issues that may arise. The school also makes use of a part-time counselor who sees students twice a week if they have anger management issues or are in need of social skills.

Rancho Cucamonga Middle School and the Rancho Cucamonga Police Department have a close relationship and make use of a school resource officer. The officer takes part in our discipline assembly by speaking to the students. The officer also cites the students in juvenile traffic court when their behavior warrants the citation.

We have a closed campus with before and after school supervision. All visitors are required to check in and out with the front office before visiting classrooms or leaving. All staff members are visible during passing periods and many spend time outside during lunch.

**Average Class Size and Class Size Distribution**

Subject	2008-09				Avg. Class Size	2009-10				Avg. Class Size	2010-11			
	Avg. Class Size	Number of Classes*				Avg. Class Size	Number of Classes*				Avg. Class Size	Number of Classes*		
		1-20	21-32	33+			1-20	21-32	33+			1-20	21-32	33+
<b>English</b>	29.3	2	15	6	26.9	15	38	11	23.6	12	11	8		
<b>Mathematics</b>	27.4	5	14	3	28.6	2	26	7	26.3	6	7	10		
<b>Science</b>	31.2	0	14	3	28.0	4	20	4	32.5	2	2	13		
<b>Social Science</b>	30.3	1	12	5	30.5	1	18	8	29.5	2	9	8		

\* 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.

**School Facilities:**

**School Facility Conditions and Improvements**

Rancho Cucamonga Middle School is situated on approximately 14.68 acres near the intersection of Hermosa Avenue and Feron Boulevard in Rancho Cucamonga, California. The facility was built in 1977 and remodeled in 1990 to include an additional two story wing with 20 classrooms and a library media center. The original wing was remodeled during the 2009-2010 which included renovating the office, updating classrooms and adding a computer lab and two classrooms. The library media center includes an additional classroom facility and a PC Internet computer lab. In addition to the library computer lab there is a computer lab in B Wing equipped with 34 Macintosh Computers with Internet capability. In 2003 a 20,000 square foot athletic complex was completed, including a gymnasium, two locker rooms and a stage. All classrooms have access to the Internet. The access is screened through a firewall system monitored by the San Bernardino County Superintendent of Schools. All students and employees who use computers are required to sign Internet Use Agreements.

**Computers**

RCMS currently has a total of 267 computers available for student use. Every classroom is connected to the internet via our local area network.

**Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**District Modernization Projects**

During the 2011-2012 school year, Special Reserve Fund for Capital Outlay Projects (Fund 40), Community Facilities District 97-1.

Over the summer Phase I at Cucamonga Elementary upgrade of the Kindergarten and Preschool playground, the North and South parking lots

and the basket ball courts were completed. Phase II is in the final planning and design stage and will be started and completed next summer. Phase II encompasses the playground areas in the back of the school, the lunch shelter structure, and the baseball fields.

Los Amigos Elementary School modernization planning of the multi-purpose building and the classrooms (14) is in full swing. The project is now two Phases and got started this summer of 2011-2012 is slated to be completed by the summer of 2013-2014. Phase I which encompasses the Multi-Purpose building, playground and some parking lot areas is due to start January 2012. Phase II for Los Amigos will be starting in the summer of 2012 and will tear down 14 portable buildings, replace with 14 permanent classrooms and complete the rest of the surrounding parking lots.

**Deferred Maintenance Fund**

The District participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District's complete deferred maintenance plan is available at the District office.

For the 2011-12 school year, the District's governing board has approved deferred maintenance projects for:

- ◆ HVAC replacements throughout the Cucamonga School District.
- ◆ On-going roofing projects throughout the Cucamonga School District.
- ◆ Asphalt repairs and resurfacing throughout the Cucamonga School District.

**School Facility Good Repair Status (2011-12)**

This table displays the results of completed school site inspection on 10/23/11, to determine the school facility's good repair status. When deficiencies are found, the district takes the appropriate action to make all repairs. **Note:** Shaded cells do not require data.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical /HVAC, Sewer</b>		X			Restroom odor, sink vents are plugged with paper towels, some graffiti. Repaired on 1/9/12.
<b>Interior: Interior Surfaces</b>		X			
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>		X			
<b>Electrical: Electrical</b>		X			
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>		X			
<b>Safety: Fire Safety Hazardous Materials</b>		X			
<b>Structural: Structural Damage, Roofs</b>		X			
<b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b>		X			
<b>Overall Rating</b>		X			

**Cleaning Process and Schedule**

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the District office.

**Teachers:**

**Teacher Credentials**

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	37	40	33	101.5
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	

**Core Academic Courses Taught by Highly Qualified Teachers**

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00%	0.00%
<b>All Schools in District</b>	100.00%	0.00%
<b>High-Poverty Schools in the District</b>	100.00%	0.00%
<b>Low-Poverty Schools in the District</b>	0.00%	0.00%

**Note:** High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

**Teacher Misassignments and Vacant Teacher Positions**

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of EL</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

**Note:** Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Staffing**

Rancho Cucamonga Middle School is staffed with a principal, two assistant principals, English Learner resource teacher, and five special education teachers, with an overall total of 37 teachers. We share the services of a school nurse, school psychologist, speech teacher, and two computer technicians.

Other Employees include office staff, instructional assistants, health technician, library clerk, custodial staff and food services personnel. Advanced degrees are held by 40.5% of the certificated staff.

**Support Staff:**

**Student Support Services**

The Reach Out West End counseling services are made available twice a week to students who have emergency psychological needs and to those students who need special group classes targeting anger management, divorce, death and social skills. In addition, the district psychologist is available to support students when needed. Research shows that school achievement correlates highly with school attendance. Lost days mean that schools receive less money, which results in reduced services to the students. Attendance is closely monitored. Programs, which reward good attendance and remediate poor attendance, include the Student Attendance Review Team and the County Student Attendance Review Board. The staff, parents, and students at Rancho Cucamonga Middle School are working together to maintain a high percentage of attendance. Our current attendance rate is 96%.

Student needs are the main focus for learning at Rancho Cucamonga Middle School and ultimately drive the master schedule. Student assessment is an ongoing focus at RCMS on a formal and informal basis. Annually we review state assessments (STAR) to determine what students needs are for the upcoming school year. During the year teachers are provided with release time to analyze student data, monitor and adjust instruction based on student needs. Students are kept informed of their progress on a regular basis. The staff at RCMS formally conference twice a year with parents to keep them informed of their child's progress and review teacher assessments and state assessments.

If a student is At-Risk or an English language learner we offer an extended learning period to assist in meeting their needs. Students with disabilities are provided access to the core curriculum and are provided a learning environment that is conducive to meeting their individual needs. Teachers offer before school, after school tutoring, and academic classes on Saturdays to meet the needs of our students on a regular basis.

Teachers employ peer tutoring as a strategy to help students within their classrooms. We offer a dance club, study hall, and tutoring several days a week.

All students are afforded equal access to all instructional programs and activities at the school regardless of gender, ethnicity, or disability. Services include: Special Education, Remedial Reading and Math, Speech and Language Services, Gifted and Talented Education Program, individual and group counseling and after school remedial programs in reading, writing and math.

**Student Progress**

Parents are an integral part of student success. Studies show that when parents participate in their children’s education, their children do better in school. Parents are also active in monitoring student homework and working collaboratively with teachers to improve the quality of their children’s education. We believe that parent involvement plays an integral part in making the vision of our school plan work. We encourage parents to visit our campus on a regular basis and become involved in School Site Council, ELAC, PTSA, and Budget Review Advisory Committee.

Students and classroom instruction are given the highest priority at Rancho Cucamonga Middle School. Teachers are crucial to successful student achievement. Our goal is to include sound academic learning in an atmosphere appropriate for the middle school student. Our philosophy of instruction is driven by the RESULTS program, which is our identified research based method for continuous school improvement. Our scheduling for all three grade levels will meet the No Child Left Behind requirements for language arts and math. The middle school presents an integrated curriculum, which encourages critical thought, and effective communication based on the State frameworks, the California Content Standards and the NCLB requirements.



**Other Support Staff (School Year 2010-11)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.8	1,093.75
Library Media Services (paraprofessional)	0.5	
Psychologist	.25	
Nurse	.25	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)	2.0	
Teacher on Assignment & Bilingual Resource Teacher	1.0	

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

**School Finances:**

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)**

This table displays a comparison of the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5,420	\$1,610	\$3,810	\$62,423
District			\$4,035	\$64,427
Percent Difference-School Site and District			(6%)	(3%)
State			\$5,455	\$65,524
Percent Difference-School Site and State			(30%)	(5%)

**Note:** Shaded cells do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated from 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.

**Teacher & Administrative Salaries  
(Fiscal Year 2009-10)**

This table displays district-level salary information 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 a 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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same
<b>Beginning Teacher Salary</b>	\$37,766	\$41,183
<b>Mid-Range Teacher Salary</b>	\$61,296	\$63,647
<b>Highest Teacher Salary</b>	\$80,739	\$80,955
<b>Average Principal Salary (Elem)</b>	\$98,219	\$102,400
<b>Average Principal Salary (MS)</b>	\$98,219	\$106,158
<b>Superintendent Salary</b>	\$135,962	\$151,742
<b>% of Budget for Teacher Salaries</b>	44.0%	41.0%
<b>% of Budget for Administrative</b>	6.0%	6.0%

**Other Funding (Fiscal Year 2010-11)**

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district as follows:

Program	Amount
Title I	\$183,766
McKinney-Vento	\$500
ASES	\$1,500
Restricted Lottery	\$19,607
EIA/SCE	\$6,500
Instructional Materials	\$58,100
School Library (SBCP)	\$62,627
Art/Music Block Grant	\$12,522
General Fund	\$88,062
<b>Total</b>	<b>\$433,184</b>

**Curriculum and Instructional Materials:**

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

All students are afforded Standards based quality textbooks and materials. Funds are available for the purchase of consumable texts, additional books and updates as needed. All students have access to our school library where resources are available to support and augment the school program.

Materials such as math manipulatives, core literature, and leveled reading books are also utilized in the instructional program. Our Special Education program is using READ 180, as well as a variety of supplemental research based intervention programs. All classrooms have access to an LCD Projector, DVD Player, overhead projector, audio cassette, TV, video camera, computer and the internet.

The Board of Trustees has formally adopted the State recommended content standards for Reading/Language Arts, Mathematics, History/Social Science, Science and English Language Development. Teachers and parents are provided with a listing of grade level specific content standards. Standards-aligned and state-adopted instructional materials are provided for all students in all of these content areas. These materials are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. Professional development, assessment and program monitoring are provided to ensure teachers are effectively using the adopted content standards to guide instruction and to improve student achievement.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of textbooks and instructional materials for fiscal year 2011-2012 pursuant to Education Code Section 60119 and 60422(b) was done on 9/8/11 at a Regular Board Meeting. All students, including English Learners have been provided a textbook or instructional materials to use in class and take home.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent List of Standards-Based Materials Adopted by the SBE or Local Governing Board (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Reading/Language Arts English Language Development	McMillan/McGraw Hill	2011	Yes	0%
Mathematics	Houghton/Mifflin	2009	Yes	0%
Science	Pearson Scott-Foresman	2006	Yes	0%
History-Social Science	Pearson Scott-Foresman	2008	Yes	0%

**Student Performance:**

**Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- ◆ **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- ◆ **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- ◆ **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	09	10	11	09	10	11	09	10	11
ELA	41	50	51	44	49	49	49	52	54
Math	43	53	49	48	54	54	46	48	50
Science	33	55	49	40	54	47	50	54	57
History Social/	33	51	44	33	51	44	41	44	48

**Standardized Testing and Reporting Results by Student Group (2010-11)**

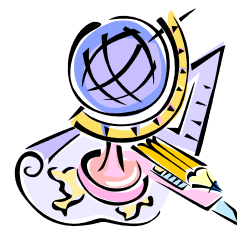
This table displays the percent of students by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced Level			
	ELA	Math	Science	History Social Science
All Students in the LEA	49	54	47	44
All Students at the School	51	49	49	44
Male	48	49	53	47
Female	55	48	46	40
Black or African American	45	36	47	42
Asian	52	79	79	86
Filipino	71	77	0	0
Hispanic or Latino	48	47	45	39
White	60	52	50	42
Economically	49	47	48	42
English Learners	40	7	0	0
Students with Disabilities	29	19	19	6

**California Physical Fitness Test Results (2010-11)**

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.3%	28.5%	40.7%



**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 at <http://www.cde.ca.gov/ta/ac/ap/>.

**Academic Performance Index Ranks  
Three-Year Comparison**

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

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	5	4	5
Similar Schools	8	8	9

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students	-2	42	2
Black or African American	-4	n/a	n/a
Hispanic or Latino	-8	37	8
Socioeconomically Disadvantaged	0	40	5
English Learners	-18	38	n/a

**Adequate Yearly Progress**

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- ◆ Participation rate on the state's standards-based assessments in ELA and mathematics
- ◆ Percent proficient on the state's standards-based assessments in ELA and mathematics
- ◆ API as an additional indicator
- ◆ Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

**Adequate Yearly Progress Overall and by Criteria  
(School Year 2010-11)**

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate—ELA	Yes	Yes
Met Participation Rate—Mathematics	Yes	Yes
Met Percent Proficient—ELA	No	No
Met Percent Proficient—Mathematics	No	No
Met API Criteria	Yes	Yes

**Instructional Planning and Scheduling:**

**Professional Development**

Professional development opportunities are provided to keep teachers abreast of new techniques and methodologies in education. Staff Development activities are aligned with the goals of the District and Schools' Site Plan. Student achievement data are used to plan for professional development. Professional development is delivered in a three tier approach. During Tier I, the information is shared in a training session. Tier II includes modeling of the information or strategies, and Tier III is the collaborative implementation of the strategies or information in the classroom.



**Academic Performance Index Growth by Student Group – 2011 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

**Note:** "n/a" = not applicable less than ten students

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	777	771	1,818	776	4,683,676	778
Black or African American	106	772	239	753	317,856	696
American Indian or Alaskan Native	1	n/a	4	n/a	33,774	733
Asian	37	901	80	915	398,869	898
Filipino	27	912	60	901	123,245	859
Hispanic or Latino	522	750	1,223	759	2,046,749	729
Native Hawaiian or Pacific Islander	9	n/a	17	819	26,953	764
White	67	791	168	814	1,258,831	845
Two or More Races	2	n/a	17	918	76,766	836
Socioeconomically Disadvantaged	592	755	1,400	758	2,731,843	726
English Learners	9	n/a	46	599	1,521,844	707
Students with Disabilities	114	583	303	634	521,815	595

