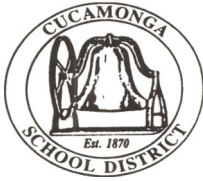




SCHOOL ACCOUNTABILITY REPORT CARD

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



CUCAMONGA ELEMENTARY SCHOOL

8677 Archibald Ave. - Rancho Cucamonga, CA 91730 - (909) 980-1318

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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 1st 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

The CES community will provide quality academics to all students knowing that diversity is the common bond that connects us. A comprehensive education will be provided in a safe and nurturing environment where everyone will learn to value and respect themselves and others. High expectations will prepare each student to become a productive global citizen.

School Description

Cucamonga Elementary School was built in the 1950s and has gone through many modernization projects over the years. Currently, we have 18 regular education classroom teachers, one Title I reading teacher, one English Language Learner Resource teacher, and a Physical Education Specialist. We offer Special Education services, Speech and Language services, Gifted and Talented Education, English Language Development, Preppie Kindergarten, and counseling services. Our facilities include a library/media center, a computer lab, a cafeteria and local area network MIS system throughout the school. We have two State Preschools, which serve 100 preschool students.

Principal's Message

The staff at Cucamonga Elementary School believes strongly in parent and community involvement and view parents as our partners in their child's education. I have an "open door" policy and will be available to both you and your children. Further, we believe that parents, students and staff work as a team to ensure student achievement and success. We encourage your input, and we invite you to tap into our resources as well. If you ever have any concerns, please feel free to call.

Sincerely,

Joyce Kozyra, Principal



Parental Involvement

Contact: Patricia Corral-Teaching Vice Principal and Title I Program Coordinator / or Joyce Kozyra-Principal
Phone Number: (909) 980-1318

Parents are an integral part of student success. Studies show that when parents participate in their children's education, their children do better to assist teachers with school. The coordinator of our Title I Program works hard to recruit volunteers as does our whole staff. A group of parents meet each morning in copying, cutting and stapling. 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 is a necessary component in making the vision of our school plan work. If you would like to volunteer at the school and/or become involved in Site Council or English Language Advisory Council, please contact the school.

We hold monthly School Site Council meetings, English Advisory Council meetings, and a variety of other services and opportunities. Please check our school calendar for a schedule of planned events.

**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
Kindergarten	100
Grade 1	99
Grade 2	88
Grade 3	88
Grade 4	95
Grade 5	98
Total Enrollment	568

**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
Black or African American	12.8%
American Indian or Alaska Native	0.4%
Asian	2.8%
Filipino	2.3%
Hispanic or Latino	69.9%
Native Hawaiian or Pacific Islander	0.9%
White	10.0%
Two or More Races	0.0%
Socioeconomically Disadvantaged	72.7%
English Learners	35.0%
Students with Disabilities	7.9%

School Climate:

School Safety Plan

SB187 Safety Plan

Date the plan was last updated: February 8, 2008
Date the plan was last reviewed with staff: October 12, 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.

Average Class Size and Class Size Distribution

Grade Level	2008-09				2009-10				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+
Kindergarten	28.7	0	3	0	30.0	0	2	0	16.7	6	0	0
Grade 1	18.4	5	0	0	19.25	4	0	0	30.0	0	3	0
Grade 2	19.8	6	0	0	19.50	4	0	0	27.3	0	3	0
Grade 3	25.3	0	4	0	30.0	0	3	0	30.0	0	3	0
Grade 4	29.0	0	3	0	30.3	0	3	0	33.5	0	0	2
Grade 5	34.3	0	0	3	28.8	0	3	0	34.0	0	1	3

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

In order to ensure a safe and orderly environment for all students, safety and disaster preparedness plans are in place. School rules are firmly and fairly enforced. Our staff is constantly on the alert to ensure that our school is a safe place for students.

Before and After School Supervision:

Student supervision takes place throughout the school day to provide a safe, orderly and positive school environment; each adult staff member will share duty responsibilities.

Before school duties include:

- ◆ Cafeteria—Breakfast
- ◆ East Playground Area
- ◆ South Playground Area
- ◆ Line Up Area Center Quad
- ◆ Front Parking Lot and Drop Off Area
- ◆ North East Portion of the Play Ground
- ◆ South East Portion of the Play Ground
- ◆ Detention Area
- ◆ North Gate

After school duties include:

- ◆ Front Parking Lot and Pick Up Area
- ◆ North East Exit Gate
- ◆ South West Exit Gate
- ◆ South Parking Lot
- ◆ Quad Area
- ◆ North Gate



Procedures for Check In/Visitors:

All visitors and parents must enter and leave through the front office, sign in and wear a visitor's badge anytime they are on campus, even if only for a moment. Visitors to individual classrooms must have an

appointment made with the classroom teacher so that school office staff knows that visitors are expected in classrooms. Of course, accommodations will be made for emergencies should they arise. School personnel provide a sign in/out log as well as badges and directions/maps as needed.

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
Suspensions	7.4%	6.0%	7.7%	11.0%	13.01%	11.9%
Expulsions	0.2%	0.0%	0.0%	0.2%	0.2%	0.1%

School Facilities:

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.

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	
Systems: Gas Leaks, Mechanical /HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			MPR-Some bulbs out, possibly ballast. Repaired on 11/21/11.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Admin.-Drinking fountains should be cleaned. Repaired on 11/4/11.
Safety: Fire Safety Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			Room 12-Need door sweep & closer for east door. Repaired on 11/21/11.
Overall Rating		X			

School Facility Conditions and Improvements

Cucamonga Elementary School was opened in 1957. The office building, the library, and computer lab were remodeled along with five classroom wings and most recently our K classrooms. The student bathrooms have been upgraded. There are thirteen new relocatables which includes a new Preschool building with 2 state Preschools. There exists a full-size remodeled cafeteria with a stage, kitchen, and multipurpose room. The sports fields are well maintained by our District Maintenance Department and serves as our playground as well as a community sports area. In addition, we have a new Learning Center on the east side of our campus. More recently our north basketball court was remodeled, as well as, our kindergarten playground and all parking lot facilities.

The Cucamonga Elementary School facility promotes teaching and learning. Every classroom has adequate space and all the materials needed to ensure student success. The play space is very ample. It consists of spacious blacktop surfaces as well as an over-sized field. Students have several choices on the playground that includes; softball, basketball, kickball, and jungle gyms. Various age level appropriate equipment such as swings, a track, tetherball, hopscotch and a variety of blacktop games are available for students.

Teachers and staff have a workroom that houses all the equipment needed to facilitate school learning (copy machines, fax machines, paper cutters, die cutters work table, office equipment and supplies).

School Technology

We have 134 computers available for student use, which means that, on average, there is one computer for every 4.5 students. There are 35 classrooms connected to the internet. We have a fully equipped computer lab with 34 networked computers, each with speakers and an LCD projector. All classrooms have LCD projectors. All computers have Internet access, and each classroom can access all software via our all-school network. Our computer technician assists the teachers and staff. Six classrooms have interactive smartboards.

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.

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.

Teachers:

Staffing

Cucamonga Elementary School is staffed with a Principal, and a total of 23 teachers. There is a TITLE I Teacher who oversees our reading program. There is a Resource Specialist Teacher, a Speech and Language teacher, a Physical Education Specialist, and an ELD teacher. We share the services of a School Nurse, School Psychologist, and 2 computer technicians.

Other Employees include office staff, instructional assistants, speech assistant, health technician, library clerk, noon supervisors, custodial staff and food services personnel.

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
With Full Credential	26	26	20	101.5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	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
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in the District	100.00%	0.00%
Low-Poverty Schools in the District	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
Misassignments of Teachers of EL	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Support Staff:

Student Support Services

Research shows that school achievement correlates highly with school attendance. 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. Lost days mean that schools receive less money, which results in reduced services to the students. The staff, parents, and students at Cucamonga Elementary School are working together to maintain a high percentage of attendance. Students may attend Saturday school for attendance make up.

Other Support Staff (School Year 2010-11)

Title	Number of FTE* Assigned to School
Library Media Services (paraprofessional)	0.50
Psychologist	0.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Nurse	0.25
Teacher on Assignment & Bilingual Resource Teacher	0.2

*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.

Curriculum and Instructional Materials:

GATE students

- ◆ A Gate Program is offered on a pull out basis. The program is taught by a certificated teacher. In addition, all GATE students are clustered in regular classrooms throughout the day and receive differentiated instruction.

At-risk students

- ◆ At risk students are serviced through the Title I Teacher, Resource Specialist Teacher, classroom teacher and NCLB compliant paraprofessionals. Students that are identified as at-risk are provided extended learning time within the regular instructional day as well as after school remediation programs. The school uses a block schedule model which includes "Team Time" and utilizes the Response to Intervention.

English-language learners

- ◆ Students who are identified as English Learners receive a minimum of 30 minutes per day of ELD and/or SDAIE instruction with the regular classroom teacher. The Title I program supports ELD services when applicable. 4th and 5th grade students who are at levels 1 or 2 on the CELDT (California English Language Development Test) receive additional services with our English Language Resource Teacher.

After-school programs

- ◆ Cucamonga Elementary School offers a variety of extracurricular, enrichment and remedial programs. All programs are designed and developed based on student need and available funding.
- ◆ Extracurricular activities include intramural sports.
- ◆ Think Together



The following tools are used to monitor, adjust and rate student learning:

- ◆ ILP (Individualized Learning Plans)
- ◆ IEP (Individualized Educational Plans)
- ◆ Progress reports
- ◆ Report cards
- ◆ Teacher observations
- ◆ District benchmarks and assessments
- ◆ Standardized test

Reporting student progress to staff, students, parents, and the school community is disseminated in one or more of the following ways:

- ◆ Parent conferences
- ◆ CST Test Scores
- ◆ Report cards
- ◆ CAT Chats with students
- ◆ Websites
- ◆ Phone calls and emails



School Finances:

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	\$118,578
McKinney-Vento	\$500
ASES	\$1,500
Restricted Lottery	\$11,877
EIA/SCE	\$6,500
Instructional Materials	\$35,193
School Library (SBCP)	\$37,934
Art/Music Block Grant	\$7,585
General Fund	\$36,892
Total	\$256,559

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 2011-12 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%

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	\$5,448	\$897	\$4,551	\$67,165
District			\$4,035	\$64,427
Percent Difference-School Site and District			(3%)	4%
State			\$5,455	\$65,524
Percent Difference-School Site and State			(17%)	3%

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

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	40	40	40	44	49	49	49	52	54
Math	45	46	52	48	54	54	46	48	50
Science	46	53	34	40	54	47	50	54	57

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
All Students in the LEA	49	54	47
All Students at the School	40	52	34
Male	38	51	39
Female	45	53	28
Black or African American	37	32	25
Hispanic or Latino	35	51	30
White	64	63	0
Economically Disadvantaged	37	50	33
English Learners	21	21	0
Students with Disabilities	20	31	0

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
5	20.5%	13.6%	40.9%

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	3	2	3
Similar Schools	4	4	5

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students	6	26	-8
Hispanic or Latino	1	29	-18
Socioeconomically Disadvantaged	10	20	-2
English Learners	5	22	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	Yes	No
Met API Criteria	Yes	Yes



Federal Intervention Program (2011–12)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of PI Implementation	2010-11	2009-2010
Year in PI	Year 2	Year 3
Number of Schools Currently in PI		2
Percent of Schools Currently in PI		50.0%

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.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	304	744	1,818	776	4,683,676	778
Black or African American	35	699	239	753	317,856	696
American Indian or Alaskan Native	1	n/a	4	n/a	33,774	733
Asian	8	n/a	80	915	398,869	898
Filipino	7	n/a	60	901	123,245	859
Hispanic or Latino	223	728	1,223	759	2,046,749	729
Native Hawaiian or Pacific Islander	3	n/a	17	819	26,953	764
White	26	816	168	814	1,258,831	845
Two or More Races	0	n/a	17	918	76,766	836
Socioeconomically Disadvantaged	259	736	1,400	758	2,731,843	726
English Learners	9	n/a	46	599	1,521,844	707
Students with Disabilities	52	625	303	634	521,815	595

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

