



# SCHOOL ACCOUNTABILITY REPORT CARD

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



### LOS AMIGOS ELEMENTARY SCHOOL

8496 Ninth Street - Rancho Cucamonga, CA 91730 - (909) 982-8387

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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

We, the Los Amigos School Community of parents, students, educators, support staff, and local organizations, are dedicated, through joint effort, to the overall development of academic, social, cultural, and physical excellence of all students. We want to teach each child to appreciate and benefit from diversity, to reach his/her full potential, and to develop problem solving skills—leading each student to be a responsible and valuable member of his/her family, community, country, and world.

**Slogan** *"Los Amigos ... Friends in any language!"*

**Mascot** *A Dragon named Smokey who lives in the library*

**The VISION** is our guide for action to reach our **MISSION**. Our **VISION** is that:

- ◆ All students will be guided to practice academic responsibility and to value learning, work, and good citizenship.
- ◆ Parents will be our full partners in their children's education.
- ◆ Guided by current educational research, all staff members will be fully prepared and empowered to use their full potential to deliver the very best learning opportunities to each student.

#### School Description

Los Amigos School, located in the southwestern portion of the City of Rancho Cucamonga, is one of four schools in the Cucamonga School District. Los Amigos serves approximately 540 students from a State Preschool through 5th grade with one county Special Education class.

#### Principal's Message

Los Amigos Elementary School is a friendly caring school. Los Amigos means "the friends" and we are committed to partnering with our parents and community. As a staff we continually develop ways to improve the academic learning opportunities for every student. We analyze test scores, develop instructional strategies, and work on ways to refine the curriculum. Each teacher is prepared in teaching all of the subjects in an interesting, motivating and caring way. They are committed and dedicated to providing every child with a quality education. The school provides the environment and the

opportunity to learn, and the parents provide the encouragement and support necessary to take advantage of these learning opportunities.

Research shows that the most important variable in a child's success in school is the parents' involvement in the child's education. Parents are a child's first and best teacher and set the tone for life long success by the values taught in the home:

- ◆ The value of wanting to learn what is being taught
- ◆ The self discipline to practice it over and over again to know it
- ◆ The guidance to always do their best work
- ◆ The attitude that if at first you don't succeed, try, try, try again
- ◆ The belief that their education is a priority in their life
- ◆ Being organized, and neat in their work
- ◆ Being a responsible worker

Our parent community is supportive of the school and we work hand in hand to create an environment that sets high standards of achievement and nurtures the learner within.

**Parental Involvement**

**Contact:** Our PTA, ELAC, SSC  
**Phone Number:** (909) 982-8387

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. Our PTA works hard to recruit volunteers as does our whole staff. 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. Our parents teach music and dancing in after school programs to give students increased opportunities.



**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	117
Grade 1	79
Grade 2	77
Grade 3	87
Grade 4	83
Grade 5	112
<b>Total Enrollment</b>	<b>555</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
Black or African American	5.8%
American Indian or Alaska Native	0.5%
Asian	2.3%
Filipino	0.7%
Hispanic or Latino	82.3%
Native Hawaiian or Pacific Islander	0.2%
White	7.9%
Two or More Races	0.2%
Socioeconomically Disadvantaged	73.9%
English Learners	46.8%
Students with Disabilities	3.6%

**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	26.0	1	3	0	30.0	0	4	0	14.6	8	0	0
Grade 1	19.8	4	0	0	19.3	4	0	0	31.0	0	2	0
Grade 2	20.0	4	0	0	18.6	5	0	0	29.3	0	3	0
Grade 3	28.0	0	4	0	31.0	0	2	0	28.3	0	3	0
Grade 4	32.3	0	2	1	35.1	0	0	3	31.0	0	2	0
Grade 5	32.7	0	1	2	28.9	0	3	0	31.0	0	3	1

\* 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.

**School Climate:**

**School Safety Plan**

**SB187 Safety Plan**

**Date the plan was last updated:** February 16, 2011  
**Date the plan was last reviewed with staff:** March 10, 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.

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. The safety and cleanliness of school facilities at Los Amigos Elementary School are of critical importance. Our staff is constantly on the alert to ensure that our school is a safe place for students. A committee walks the campus for a safety inspection once a month. Students are encouraged to keep the campus clean.

**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>	3.0%	4.3%	2.0%	11.0%	13.01%	11.9%
<b>Expulsions</b>	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%

**School Facilities:**

**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.

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

This table displays the results of completed school site inspection on 10/21/11, 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			
<b>Interior: Interior Surfaces</b>		X			Room 13-1 drawer needs to be repaired. Repaired on 11/22/11.
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>		X			
<b>Electrical: Electrical</b>				X	Room 1-East cabinet has electrical wires that need to be removed; room 8-data wires need to be put in shield down wall; rooms 12, 14, 16, 27-light bulbs need to be replaced; room 20-exit sign not working. Repaired on 1/9/12.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>				X	Admin & hallways-Drinking fountains need to be cleaned; room 6-sink needs to be cleaned; rooms 16, 17-replace drinking fountain; room 24-adjust drinking fountain water pressure. Repaired on 1/9/12.
<b>Safety: Fire Safety Hazardous Materials</b>			X		Room 11-need to remove helium tanks from room; room 27-needs fire extinguisher at door. Repaired on 1/9/12.
<b>Structural: Structural Damage, Roofs</b>		X			Rooms 4, 6, 18, 22, 24-Replaced ceiling tiles due to roof leaks. Repaired on 12/21/11.
<b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b>		X			
<b>Overall Rating</b>		X			

**School Facility Conditions and Improvements**

A \$4M Los Amigos Elementary School remodel project completed in 1993 is a valued asset to the community. Six (6) portable classrooms were added in 1999. An additional portable classroom was added in the 2000-2001 school year to facilitate a State Preschool program. The cafeteria and front office are being remodeled during the 2011-2012 school year.

Every teacher has their own classroom space. The playground has a large black top area for tetherball, basketball, four square, and handball. The grass area is large enough for kickball, soccer and playing catch. Our equipment is supported by wood chips that cushion a slide, swings, and hanging bars. The staff lounge is located upstairs where teachers have space to eat. The workroom is stocked with a copier, laminator, cutting boards and a dye cut machine.

**School Technology**

Los Amigos has 33 computers in our lab. It serves students both before school and during the day and all computers are connected to the internet for research and information. Every classroom also has at least three computers connected to the internet and used for both teacher and student use. We have a total of 122 computers throughout the school for a ratio of 5 students to one computer.

Classrooms are equipped with PC computers, printers and projectors. The school is on a network via a server. All students in K-5 use the PC Computer Lab at least once a week. All classrooms have access to the Internet. The access is screened through a fire-wall system monitored by the San Bernardino County Superintendent of Schools. All students and employees who use computers are required to sign Internet Use Agreements. Also, each classroom has a TV, VCR and DVD player, and 5 classrooms are equipped with ENO Boards.

**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.

**Teachers:**

**Staffing**

Los Amigos Elementary School is staffed with a Principal, a Teaching Vice Principal, Title I Reading Teacher, a Resource Specialist Teacher, and an English Language Resource Specialist with an overall total of 21 certificated personnel. We also have one certificated county teacher on campus and a State Pre-School.

We share the services of a Physical Education Specialist, School Nurse, School Psychologist, Speech and Language Specialist, Media/Library Clerk, and 2 computer technicians. Other Employees include office staff, instructional assistants, health technician, 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
<b>With Full Credential</b>	25	26	20	101.5
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject</b>	0	0	0	

**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.

**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.

**Support Staff:**

**Student Support Services**

Research shows that school achievement correlates highly with school attendance. Lost days mean that students miss out on learning and 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 Los Amigos Elementary School are working together to maintain a high percentage of attendance.

We also identify sub groups of students and offer support services:

- ◆ **GATE Students** are identified twice a year. GATE students are clustered and teachers differentiate instruction in the classroom to meet their needs. In addition we have an after school class that meets one day a week.
- ◆ **At-risk Students** are identified using multiple measures and are served in several ways. The Title I program works with each grade level to provide 30-45 minutes a day where the students are ability grouped to receive remedial or enriched instruction from the grade level teachers, the RSP teacher and the Title I staff.
- ◆ **English-language Learners** are identified on the CELDT test each fall. Students receive 30 minutes of ELD instruction with the classroom teacher. Students who do not meet their targeted growth work in a remedial program with an intervention teacher. 4th and 5th grade students are placed in an after school program.
- ◆ **Students with Disabilities** are identified and served by an RSP or SDC teacher who works on their individual areas of need to meet

their IEP goals.

- ◆ **After-school Programs:** In the spring 4th and 5th grade students are placed in an after school math program to work on math facts.
- ◆ **The Think Together Program** provides after school instruction, enrichment and physical fitness 5 days a week for grades 1-5.
- ◆ **Tutoring:** Individual teachers tutor their students on an as needed basis either before or after school.
- ◆ **Peer Tutoring:** During class time some students are teamed with a classroom buddy who tutors and coaches them when it is needed.

**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	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.

**Student Progress**

Students are formally tested in reading, writing and math three times a year. Currently we use the Action Learning Systems Inc. testing service to provide test questions and the Data Director Program to help analyze the data gathered in each of these areas in order to make program and classroom instructional decisions. Teachers meet on a monthly basis to discuss the results and develop strategies for meeting student needs. Teachers schedule meetings with every parent to go over the tests, share information about the child's progress and explain to parents how the student is meeting the standards and set goals for the year at parent conference time in September and February.

All 2nd through 5th grade students take the State Standardized test each May. The results are sent home to the parents, shared on the internet and published in the newspapers.

**Scheduling**

Supervision starts at 7:45 a.m., fifteen minutes before school starts and ends at 2:20p.m., 15 minutes after school is out. Teachers, assistants and proctors all serve duty through-out the day. The gates around the school are all locked while students are on campus and all visitors must come through the office. Visitors sign in and out at the front desk and then are given a name tag to wear on campus. All visitations are to be pre-arranged and purposeful.



**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 2011-12 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%

**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	\$121,527
McKinney-Vento	\$500
ASES	\$1,500
Restricted Lottery	\$12,078
EIA/SCE	\$6,500
Instructional Materials	\$35,790
School Library (SBCP)	\$38,578
Art/Music Block Grant	\$7,713
General Fund	\$38,863
Total	\$263,049

**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%

**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	\$4,915	\$996	\$3,919	\$63,955
District			\$4,035	\$64,427
Percent Difference-School Site and District			(3%)	(1%)
State			\$5,455	\$65,524
Percent Difference-School Site and State			(28%)	(2%)

**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.

**Student Performance:**

**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		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.4%	18.3%	36.5%

**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	47	48	49	44	49	49	49	52	54
Math	59	60	60	48	54	54	46	48	50
Science	40	45	47	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	49	60	47
Male	40	58	48
Female	57	61	47
Black or African American	44	59	0
Hispanic or Latino	47	58	43
White	64	68	0
Economically Disadvantaged	45	56	40
English Learners	6	22	0
Students with Disabilities	23	48	0

**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	5	6
Similar Schools	7	7	9

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students	20	27	-6
Hispanic or Latino	28	24	-6
Socioeconomically Disadvantaged	24	22	-7
English Learners	31	25	n/a

**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	313	797	1,818	776	4,683,676	778
Black or African American	16	780	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	3	n/a	60	901	123,245	859
Hispanic or Latino	262	788	1,223	759	2,046,749	729
Native Hawaiian or Pacific Islander	1	n/a	17	819	26,953	764
White	22	861	168	814	1,258,831	845
Two or More Races	0	n/a	17	918	76,766	836
Socioeconomically Disadvantaged	258	777	1,400	758	2,731,843	726
English Learners	13	n/a	46	599	1,521,844	707
Students with Disabilities	50	675	303	634	521,815	595

**Note:** "n/a" = Not applicable less than ten students tested.

**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

**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.

