

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on 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 should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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.

## II. About This School

### Contact Information (School Year 2010-11)

This section provides the school's contact information.

| School           |  | District       |  |
|------------------|--|----------------|--|
| School Name      | Shasta Elementary School                                     | District Name  | Chico Unified School District                                  |
| Street           | 169 Leora Court  | Phone Number   | (530) 891-3000   |
| City, State, Zip | Chico, CA 95973  | Web Site       | <a href="http://www.chicousd.org">www.chicousd.org</a>         |
| Phone Number     | (530) 891-3141   | Superintendent | Kelly Staley   |
| Principal        | Larry Spini  | E-mail Address | <a href="mailto:kstaley@chicousd.org">kstaley@chicousd.org</a> |
| E-mail Address   | <a href="mailto:lspini@chicousd.org">lspini@chicousd.org</a> | CDS Code       | 04-61424-6003099   |

### School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Shasta School is located at the north end of Chico, serving the rural/residential community between Commercial Avenue and the Butte County line. Although enrollment in this K-6 school has grown, parents still regard Shasta as a quiet, country school with its peaceful vista of mountains across the valley.

The following statements were developed by our School Site Council and Planning Team in order to communicate our ideals to the community.

Shasta School's mission is to promote high academic achievement for all students while instilling values of responsible citizenship and respect for others in a safe, enriched environment.

It is the vision of Shasta Elementary School that with the aid of pupils, parents, staff and community, students will become confident individuals with positive self-esteem. They will be respectful; effective communicators; creative problem solvers; critical, reflective thinkers; self-directed life-long learners; and users of current technology. In our vision, all students will develop a strong foundation for continual learning by working to high standards and expectations for achievement. Accountability will be shared between parents, educators and the students themselves. Our school will provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies.

### Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Parent involvement and support at Shasta are high, with many parents serving as parent volunteers in classrooms and on field trips. An active PTO provides support in many ways, with effort directed toward getting the school community together for social activities.

Grandparents Day, a school sponsored activity for the past 38 years, draws over 1200 grandparents and relatives to the school for a day of programs and activities. Another annual event, the Farmers' Dinner, is sponsored by the PTO and involves all of the school community. Contact the main office for more information.

### Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 90                 |
| Grade 1          | 97                 |
| Grade 2          | 74                 |
| Grade 3          | 90                 |
| Grade 4          | 86                 |
| Grade 5          | 97                 |
| Grade 6          | 94                 |
| Total Enrollment | 628                |

### Student Enrollment by Group (School Year 2009-10)

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 | Group                           | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American        | 0.96                        | White                           | 79.78                       |
| American Indian or Alaska Native | 1.11                        | Two or More Races               |                             |
| Asian                            | 4.14                        | Socioeconomically Disadvantaged | 22.9                        |
| Filipino                         | 0.16                        | English Learners                | 7.2                         |
| Hispanic or Latino               | 12.26                       | Students with Disabilities      | 8.4                         |
| Native Hawaiian/Pacific Islander | 0.64                        |                                 |                             |

### Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level  | 2007-08         |                      |       |     | 2008-09         |                      |       |     | 2009-10         |                      |       |     |
|--------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|              | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|              |                 | 1-20                 | 21-32 | 33+ |                 | 1-20                 | 21-32 | 33+ |                 | 1-20                 | 21-32 | 33+ |
| <b>K</b>     | 19.3            | 4                    | 0     | 0   | 20.5            | 2                    | 2     | 0   | 29              |                      | 3     |     |
| <b>1</b>     | 20.2            | 4                    | 1     | 0   | 21.2            | 1                    | 4     | 0   | 29.33           |                      | 3     |     |
| <b>2</b>     | 19.8            | 4                    | 1     | 0   | 20.0            | 4                    | 0     | 0   | 28              |                      | 2     |     |
| <b>3</b>     | 20.8            | 3                    | 2     | 0   | 19.8            | 5                    | 0     | 0   | 29.33           |                      | 3     |     |
| <b>4</b>     | 31.0            | 0                    | 3     | 1   | 31.3            | 0                    | 3     | 1   | 29              |                      | 3     |     |
| <b>5</b>     | 30.0            | 0                    | 2     | 1   | 33.0            | 0                    | 0     | 3   | 31.3            |                      | 1     | 2   |
| <b>6</b>     | 29.0            | 0                    | 3     | 0   | 30.3            | 0                    | 3     | 0   | 31.3            |                      | 2     | 1   |
| <b>K-3</b>   | 20.0            | 1                    | 0     | 0   | 20.3            | 2                    | 1     | 0   | 22              |                      | 1     |     |
| <b>3-4</b>   | 0.0             | 0                    | 0     | 0   | 0.0             | 0                    | 0     | 0   |                 |                      |       |     |
| <b>4-8</b>   | 0.0             | 0                    | 0     | 0   | 0.0             | 0                    | 0     | 0   | 30.6            |                      | 1     |     |
| <b>Other</b> | 0.0             | 0                    | 0     | 0   | 0.0             | 0                    | 0     | 0   |                 |                      |       |     |

### III. School Climate

#### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include: traumatic incidents; imminent danger procedure (Code Red); evacuation/relocation procedure; civil defense/disorder; bomb threat/bomb emergency; earthquake; chemical spill; crime in progress; and fire/explosion.

#### 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 |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|
|                    | 2007-08 | 2008-09 | 2009-10 | 2007-08  | 2008-09 | 2009-10 |
| <b>Suspensions</b> | 0.7     | 0.3     | 0.3     | 4.0      | 6.6     | 9.9     |
| <b>Expulsions</b>  | 0.0     | 0.0     | 0.0     | 0.7      | 0.7     | 0.7     |

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Webster School, a one-room schoolhouse, existed on this site from 1870 to 1924. Shasta Union School was built near the current site and existed from 1924 to 1969. The cafeteria building was the first building on our current site. Shasta School was built in 1963, with two additional classroom buildings added in 1972 and 1976. Several relocatable classrooms have been added over the years. Currently there are 20 regular classrooms, a Fine Arts Room, a Learning Center, Communication Handicapped Special Day classroom, and a School Library. The staff room is small. Every available space is used for auxiliary services such as counseling, tutoring, PIP and other special programs. On prep days teachers are allowed to work off campus because there is no available space on campus. Playground space is limited. The development of Degarmo Park is a welcome addition to Shasta School. Students may arrive no earlier than 7:45 a.m. Supervision is provided for students in the multipurpose room where breakfast is available. Students must be picked up by 2:50 p.m. after school. Supervision is provided until that time. The Chico Area Recreation District (CARD) provides an after-school program that runs until 6:00 p.m. Students who leave the campus before the end of the school day must sign out in the office by a person on the OFFICIAL EMERGENCY CARD; identification may be required. The principal, custodian, noon supervisors and office staff carry a short-wave radio at all times. In addition, the principal carries a cell phone. All classrooms have telephones, television, and intercom. We also have closed circuit TV programming capability. Visitors to our campus must first come to the office and SIGN IN. A visitor will be given a VISITOR BADGE or PASS. Volunteers must fill out proper paperwork at the beginning of every year to work in classrooms or drive on field trips. The district takes great efforts to ensure that all schools are clean, safe, and functional. District and site maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Each year our PTO has paid for a number of improvements including but not limited to new carpeting, walls and drapes for our classrooms. In addition, through a grant titled "Leaf It To Us" several trees have been added to our site. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| System Inspected   | Repair Status |      |      |      | Repair Needed and Action Taken or Planned  |
|--|---------------|------|------|------|--|
|  | Exemplary     | Good | Fair | Poor |  |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | [X]           | [ ]  | [ ]  | [ ]  |  |
| <b>Interior:</b><br>Interior Surfaces                                      | [ ]           | [ ]  | [ ]  | [X]  | Stained ceiling tile in Room 7. Paint tile with stain block paint. WO #42301<br>Broken ceiling tile in Multi-Purpose Room. Replace ceiling tile. WO #42303 |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | [X]           | [ ]  | [ ]  | [ ]  |  |
| <b>Electrical:</b><br>Electrical   | [X]           | [ ]  | [ ]  | [ ]  |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | [ ]           | [X]  | [ ]  | [ ]  | Drinking fountain needs adjusting in Room 16. Adjust fountain. WO #42305   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | [X]           | [ ]  | [ ]  | [ ]  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | [X]           | [ ]  | [ ]  | [ ]  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | [X]           | [ ]  | [ ]  | [ ]  |  |
| <b>Overall Rating</b>  | [ ]           | [X]  | [ ]  | [ ]  |  |

## V. 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 of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers                                    | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2007-08 | 2008-09 | 2009-10 | 2009-10  |
| With Full Credential                        | 30      | 31      | 26      | 565      |
| Without Full Credential                     | 0       | 0       | 0       | 0        |
| Teaching Outside Subject Area of Competence | 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). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

| Indicator                                      | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments                   | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on 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 |                             |
|----------------------------------|--|-----------------------------|
|                                  | NCLB Compliant Teachers                                | Non-NCLB Compliant Teachers |
| This School                      | 100%   | 0%                          |
| All Schools in District          | 96.35%   | 3.65%                       |
| High-Poverty Schools in District | 96.80%   | 3.20%                       |
| Low-Poverty Schools in District  | 95.42%   | 4.58%                       |

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  |                                  |   |
| Counselor (Social/Behavioral or Career Development) |                                  | ---   |
| Library Media Teacher (Librarian)                   |                                  | ---   |
| Library Media Services Staff (paraprofessional)     |                                  | ---   |
| Psychologist  | 0.26                             | ---   |
| Social Worker                                       |                                  | ---   |
| Nurse   | 0.2                              | ---   |
| Speech/Language/Hearing Specialist                  | 0.8                              | ---   |
| Resource Specialist (non-teaching)                  |                                  | ---   |
| Other   |                                  | ---   |

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

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.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History  
K-6 Harcourt - Reflections  
7-8 Glencoe – Discovering Our Past

2007 Science  
K-5 Macmillan – California Science  
6-8 Prentice Hall – Focus on California Science

2009 Math  
K-6 The Wright Group - Everyday Math

2002 Reading/English  
K-6 Houghton Mifflin – A Legacy of Literature  
7-8 McDougal Littell – Language Arts

| Core Curriculum Area       | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|----------------------------|--|---|--|
| Reading/Language Arts      | Meets State Guidelines   | 0   | Yes  |
| Mathematics                | Meets State Guidelines   | 0   | Yes  |
| Science                    | Meets State Guidelines   | 0   | Yes  |
| History-Social Science     | Meets State Guidelines   | 0   | Yes  |
| Foreign Language           | Meets State Guidelines   | 0   | Yes  |
| Health                     | Meets State Guidelines   | 0   | Yes  |
| Visual and Performing Arts | Meets State Guidelines   | 0   | Yes  |

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|--|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site                                  | \$7,964.67                   | \$2,590.30                            | \$5,374.37                     | \$70,688.17            |
| District                                     | ---                          | ---                                   | \$4,990.77                     | 63,194.00              |
| Percent Difference: School Site and District | ---                          | ---                                   | 1%                             | 11%                    |
| State  | ---                          | ---                                   | 5,681.00                       | 66,478.00              |
| Percent Difference: School Site and State    | ---                          | ---                                   | -10%                           | 5%                     |

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to these general fund monies, Shasta School receives supplemental funding for specific purposes. School Based Coordinated Program funds support our school improvement efforts and are budgeted by our School Site Council. The federally funded Title VI is used for purchasing library books and other instructional materials.

## Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & 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                      | 38,541.00       | 41,155.00                                    |
| Mid-Range Teacher Salary                      | 53,749.00       | 65,379.00                                    |
| Highest Teacher Salary                        | 84,597.00       | 85,049.00                                    |
| Average Principal Salary (Elementary)         | 94,796.00       | 106,453.00                                   |
| Average Principal Salary (Middle)             | 99,845.00       | 111,487.00                                   |
| Average Principal Salary (High)               | 102,737.00      | 121,513.00                                   |
| Superintendent Salary                         | 166,688.00      | 194,802.00                                   |
| Percent of Budget for Teacher Salaries        | 0.00            | 0.00   |
| Percent of Budget for Administrative Salaries | 0.00            | 0.00   |

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### 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   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2007-08 | 2008-09 | 2009-10 | 2007-08  | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts  | 68      | 69      | 63      | 52       | 54      | 56      | 46      | 50      | 52      |
| Mathematics            | 72      | 74      | 67      | 47       | 46      | 47      | 43      | 46      | 48      |
| Science                | 73      | 78      | 67      | 57       | 60      | 64      | 46      | 50      | 54      |
| History-Social Science | 0       | 0       | 0       | 45       | 50      | 55      | 36      | 41      | 44      |



### Standardized Testing and Reporting Results by Student Group – Most Recent Year

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 |             |         |                        |
|---|---|-------------|---------|------------------------|
|   | English- Language Arts                                | Mathematics | Science | History-Social Science |
| All Students in the LEA                       | 55.5  | 46.6        | 57.8    | 55.1                   |
| All Student at the School                     | 63.0  | 66.8        | 66.0    | n/a                    |
| Male  | 61  | 70          | 66      | n/a                    |
| Female  | 65  | 64          | 68      | n/a                    |
| Black or African American                     | *   | *           | *       | n/a                    |
| American Indian or Alaska Native              | *   | *           | *       | n/a                    |
| Asian   | 50  | 56          | *       | n/a                    |
| Filipino                                      | *   | *           | *       | n/a                    |
| Hispanic or Latino                            | 36  | 47          | 33      | n/a                    |
| Native Hawaiian/Pacific Islander              | *   | *           | *       | n/a                    |
| White   | 68  | 71          | 72      | n/a                    |
| Two or More Races                             | *   | *           | *       | n/a                    |
| Socioeconomically Disadvantaged               | 33  | 43          | 36      | n/a                    |
| English Learners                              | 11  | 25          | *       | n/a                    |
| Students with Disabilities                    | 32  | 33          | *       | n/a                    |
| Students Receiving Migrant Education Services | *   | *           | *       | n/a                    |

### California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 15.2%   | 22.8%                 | 35.9%                |

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (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        | 2007 | 2008 | 2009 |
|-----------------|------|------|------|
| Statewide       | 9    | 9    | 9    |
| Similar Schools | 6    | 6    | 4    |

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

| Group                            | Actual API Change |         |         |
|----------------------------------|-------------------|---------|---------|
|                                  | 2007-08           | 2008-09 | 2009-10 |
| All Students at the School       | -2                | 7       | -23     |
| Black or African American        | n/a               | n/a     | n/a     |
| American Indian or Alaska Native | n/a               | n/a     | n/a     |
| Asian                            | n/a               | n/a     | n/a     |
| Filipino                         | n/a               | n/a     | n/a     |
| Hispanic or Latino               | n/a               | n/a     | n/a     |
| Native Hawaiian/Pacific Islander | n/a               | n/a     | n/a     |
| White                            | 1                 | 5       | -20     |
| Two or More Races                | n/a               | n/a     | n/a     |
| Socioeconomically Disadvantaged  | -7                | 27      | -34     |
| English Learners                 | n/a               | n/a     | n/a     |
| Students with Disabilities       | n/a               | n/a     | n/a     |

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

| Group                            | 2010 Growth API |     |       |
|----------------------------------|-----------------|-----|-------|
|                                  | School          | LEA | State |
| All Students at the School       | 848             | 789 | 767   |
| Black or African American        |                 | 718 | 685   |
| American Indian or Alaska Native |                 | 735 | 728   |
| Asian                            |                 | 766 | 889   |
| Filipino                         |                 |     | 851   |
| Hispanic or Latino               |                 | 712 | 715   |
| Native Hawaiian/Pacific Islander |                 |     | 753   |
| White                            | 864             | 820 | 838   |
| Two or More Races                |                 |     | 807   |
| Socioeconomically Disadvantaged  | 730             | 713 | 712   |
| English Learners                 |                 | 660 | 691   |
| Students with Disabilities       |                 | 601 | 580   |

### Adequate Yearly Progress

The federal NCLB Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

**Federal Intervention Program (School Year 2010-11)**

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | Not in PI | In PI     |
| First Year of Program Improvement                   |           | 2004-2005 |
| Year in Program Improvement                         |           | Year 3    |
| Number of Schools Currently in Program Improvement  | ---       | 9         |
| Percent of Schools Currently in Program Improvement | ---       | 38        |

**XI. Instructional Planning and Scheduling****Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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Many teachers attend workshops or conferences to meet identified individual needs. Regularly scheduled staff meetings provide additional opportunities for training and collaboration.