

# School Accountability Report Card

Issued Spring 2013 for Academic Year 2011-12

## What Is a School Accountability Report Card?

Since November 1988, state law has required all public schools to prepare and distribute annually a School Accountability Report Card (SARC).

The purpose of the report card is to provide parents and the community with important information about the performance and condition of each California public school. The SARC can also be an effective way for a school to report the progress it has made toward achieving its goals. In addition, the public may use the SARC to evaluate and compare schools throughout the state on a variety of indicators.

More information about the requirements for the SARC is available on the state's SARC website:

[www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

Additional copies of this SARC may be obtained from the school office or from the district's SARC website:

[www.sandi.net/page/1598](http://www.sandi.net/page/1598)

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## Edison Elementary School

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## School Description and Mission Statement

Welcome to Edison Elementary School! We are located in the City Heights section of San Diego. Our school features teachers who are well-trained in the San Diego literacy and mathematics frameworks. Our staff, students, and parents have worked together to significantly increase the number of students who improved their academic achievement on state tests. We continue to provide additional academic support for students through our extended-day programs and computer lab. Support for English learners has been introduced at all grade levels. We work together with parents to plan interventions that build on students' strengths and support their specific areas of need.

We are proud to have two state preschool classes that consist of two sessions each and help to prepare students for academic and social success in kindergarten. All grade 5 students receive instrumental music once a week. Our PrimeTime Extended Day Program, provided by Harmonium, gives working families the opportunity to have their students receive extra literacy instruction, homework assistance, and time for supervised play.

Our mission is to improve student achievement by building a professional learning community with "collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all."

## Opportunities for Parent Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district's Parent Outreach and Engagement Department serves as a national model in providing opportunities and effective methods for parents, guardians, and family members to participate in the educational process. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students. Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

At Edison we have a high number of parents who are dedicated to the betterment of our school, as demonstrated by their participation in the School Site Council, Site Governance Team and the English Learner Advisory Committee as well as their attendance at such monthly meetings as Family Friday, parent literacy workshops, and parenting classes.

If you want to get involved, please contact Laurel Cook at (619) 344-5400.

## Data and Access

Most of the data in this SARC are from the 2011–12 school year or the two preceding years (2009–10 and 2010–11). Graduation, dropout, and fiscal data are from 2010–11. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/).

### 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 K–12 school districts and schools.

### DataQuest

*DataQuest* is an on-line data tool ([dq.cde.ca.gov/dataquest/](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. *DataQuest* is a dynamic system that provides reports for accountability, test results, 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.

## About This School

### Student Enrollment by Grade Level

| Grade Level  | Enrollment on October 5, 2011 |
|--------------|-------------------------------|
| Kindergarten | 111                           |
| 1            | 111                           |
| 2            | 107                           |
| 3            | 94                            |
| 4            | 84                            |
| 5            | 87                            |
| <b>TOTAL</b> | <b>594</b>                    |

### Student Enrollment by Group (2011–12)

| Student Group                   | Number of Students | Percentage of Enrollment |
|---------------------------------|--------------------|--------------------------|
| African American                | 46                 | 7.7                      |
| Asian                           | 10                 | 1.7                      |
| Filipino                        | 0                  | 0.0                      |
| Hispanic                        | 501                | 84.3                     |
| Indochinese                     | 16                 | 2.7                      |
| Native American                 | 0                  | 0.0                      |
| Pacific Islander                | 1                  | 0.2                      |
| White (Not Hispanic)            | 10                 | 1.7                      |
| Two or More Races               | 10                 | 1.7                      |
| Socioeconomically Disadvantaged | 594                | 100.0                    |
| English Learners                | 438                | 73.7                     |
| Students with Disabilities      | 58                 | 9.8                      |

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

This table displays the average class size for each grade level and the number of classrooms that fall into each class size category.

| Grade Level | 2009–10         |                      |       |     | 2010–11         |                      |       |     | 2011–12         |                      |       |     |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|             | 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+ |
| K           | 16              | 7                    | 0     | 0   | 17              | 6                    | 0     | 0   | 18              | 5                    | 0     | 0   |
| 1           | 15              | 7                    | 0     | 0   | 17              | 7                    | 0     | 0   | 17              | 8                    | 0     | 0   |
| 2           | 16              | 5                    | 0     | 0   | 15              | 6                    | 0     | 0   | 17              | 6                    | 0     | 0   |
| 3           | 21              | 2                    | 2     | 0   | 19              | 5                    | 0     | 0   | 17              | 6                    | 0     | 0   |
| 4           | 24              | 0                    | 3     | 0   | 24              | 1                    | 3     | 0   | 23              | 0                    | 4     | 0   |
| 5           | 22              | 1                    | 3     | 0   | 21              | 2                    | 2     | 0   | 23              | 1                    | 2     | 0   |
| Other       | 16              | 3                    | 1     | 0   | —               | —                    | —     | —   | —               | —                    | —     | —   |

## School Climate

### School Safety Plan (2011–12)

Last Review/Update: September 2012

Last Discussed with Staff: November 2012

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Edison’s administration, staff members, and parents work together to refine the site’s emergency/disaster preparedness plan. The purpose of having an effective plan is to prepare all stakeholders, including the staff, students, parents, and the surrounding community, to respond calmly and rationally to any emergency situation. We constantly monitor the effectiveness of our plan and emergency supplies, and we implement frequent fire and emergency drills.

In the event of an emergency, we will do whatever it takes to keep our students safe until they are successfully reunited with their families. The Good News Baptist Church and Wilson Middle school have graciously extended an invitation to use their facilities at the corner of Swift Avenue and Polk Street (one block west of the school) as a remote evacuation site in the event such a site should be required. In addition, Wilson Academy acts as our remote reunion and communication site for parents in case an unsafe situation occurs.

Edison’s community service officer coordinates with the school’s administration to monitor the school for signs of vandalism, identify and support safe school entrances, and provide assistance to ensure safe vehicle traffic around Edison. This support allows our school and neighborhood to stay safe and clean.

### Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school’s enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school’s enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

| Type of Action |                       | 2009–10 |          | 2010–11 |          | 2011–12 |          |
|----------------|-----------------------|---------|----------|---------|----------|---------|----------|
|                |                       | School  | District | School  | District | School  | District |
| Suspensions    | Number                | 28      | 13,199   | 58      | 12,693   | 24      | 10,362   |
|                | Rate per 100 students | 4.64    | 3.43     | 9.67    | 3.06     | 4.04    | 2.96     |
| Expulsions     | Number                | 0       | 260      | 0       | 210      | 0       | 205      |
|                | Rate per 100 students | 0.00    | <0.05    | 0.00    | <0.05    | 0.00    | <0.05    |

## School Facilities

### School Facility Conditions and Improvements (2012–13)

As part of Proposition MM, three new buildings were completed. Polk Street between 35th Street and Wilson Avenue has been closed, which has made way for a new library, classrooms, and additional offices. We also have a joint-use turf field that is used for physical education instruction during school hours and is open to the neighborhood community during nonschool hours. Edison’s school grounds are kept clean, and graffiti is removed from all buildings on a regular basis.

## School Facility Good-Repair Status (2012–13)

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

Date of most recent inspection: 9/18/12

| Item Inspected                                 | Repair Status* |   |   |   | Repair Needed and Action Taken or Planned |
|--|----------------|---|---|---|---|
|  | E              | G | F | P |   |
| <b>Systems:</b> Gas, mechanical, sewer         |                | ✓ |   |   |   |
| <b>Interior:</b> Interior surfaces             |                | ✓ |   |   |   |
| <b>Cleanliness:</b> Overall, pest/vermin       |                | ✓ |   |   |   |
| <b>Electrical:</b> Interior/exterior           |                | ✓ |   |   |   |
| <b>Restrooms/fountains</b>                     |                |   | ✓ |   | loose toilets - repaired                  |
| <b>Safety:</b> Fire safety/hazardous materials |                | ✓ |   |   |   |
| <b>Structural:</b> Damage, roofs               |                | ✓ |   |   |   |
| <b>External:</b> Playground, gates, fences     |                | ✓ |   |   |   |
| <b>Overall Rating</b>                          |                | ✓ |   |   |   |

\* Repair Status: E = exemplary, G = good, F = fair, P = poor

## Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers’ qualifications can be found on the CDE *DataQuest* website at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/).

| Number of Teachers                                | School    |           |            | District   |
|---|-----------|-----------|------------|------------|
|   | 2009–10   | 2010–11   | 2011–12    | 2011–12    |
| Full credential and teaching in subject area      | 39        | 33        | n/a        | n/a        |
| Full credential but teaching outside subject area | 1         | 0         | n/a        | n/a        |
| Without full credential                           | 0         | 0         | n/a        | n/a        |
| <b>Total</b>                                      | <b>40</b> | <b>33</b> | <b>n/a</b> | <b>n/a</b> |

### 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 (long-term vacancies for which there was no teacher assigned by the twentieth school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2012–13, the most current data are reported.

| Indicator                                      | 2010–11 |         | 2011–12 |         | 2012–13 |         |
|--|---------|---------|---------|---------|---------|---------|
|  | Smstr 1 | Smstr 2 | Smstr 1 | Smstr 2 | Smstr 1 | Smstr 2 |
| Misassignments of Teachers of English Learners | 0       | 0       | 0       | 0       | N/A     | N/A     |
| Total Teacher Misassignments                   | 0       | 0       | 2       | 2       | N/A     | N/A     |
| Vacant Teacher Positions                       | 0       | 0       | 1       | 1       | N/A     | N/A     |

### Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2011–12)

The No Child Left Behind (NCLB) Act requires all teachers of core academic subjects to be “highly qualified.” In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with NCLB at this school, at 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 with student eligibility rates of approximately 40 percent or higher in the free and reduced-price meals program. Low-poverty schools are defined as those with student eligibility rates of 25 percent or lower in the program.) More information on teacher qualifications required under NCLB can be found at the CDE website at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

| Location of Classes              | Percentage of Classes in Core Academic Subjects |                                       |
|----------------------------------|---|---------------------------------------|
|                                  | Taught by NCLB-Compliant Teachers               | Taught by Non-NCLB-Compliant Teachers |
| This School                      | 92.3  | 7.7                                   |
| All Schools in District          | 96.8  | 3.2                                   |
| High-Poverty Schools in District | 96.9  | 3.1                                   |
| Low-Poverty Schools in District  | 97.9  | 2.1                                   |

## Support Staff

### Academic Counselors and Other Support Staff Members (2011–12)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. 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. The table also displays the average number of students for each academic counselor.

| Position  | Number of FTE Assigned to the School | Average Number of Students per Academic Counselor |
|---|--------------------------------------|---|
| Academic Counselor                                  | 0.0                                  | N/A   |
| Counselor (Social/Behavioral or Career Development) | 0.6                                  |   |
| Library Media Teacher (Librarian)                   | 0.0                                  |   |
| Library Media Services Staff (Paraprofessional)     | 0.0                                  |   |
| Psychologist  | 0.6                                  |   |
| Social Worker                                       | 0.0                                  |   |
| Nurse   | 1.0                                  |   |
| Speech/Language/Hearing Specialist                  | 0.8                                  |   |
| Resource Specialist (Non-Teaching)                  | 0.0                                  |   |
| Other   | 0.0                                  |   |

## Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (2012–13)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. These data were collected on October 29, 2012.

| Core Curriculum Area                       | Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials | Are These Textbooks and Instructional Materials from the Most Recent Adoption? |
|--|--|--|
| English Language Arts                      | 0  | Yes  |
| Health                                     | 0  | Yes  |
| History–Social Science                     | 0  | Yes  |
| Mathematics                                | 0  | Yes  |
| Science                                    | 0  | Yes  |
| Science Laboratory Equipment (grades 9–12) | 0  | Yes  |
| Visual and Performing Arts                 | 0  | Yes  |
| World Language                             | 0  | Yes  |

### List of Textbooks and Instructional Materials Used in Core Subject Areas (2012–13)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials. Descriptions of the district’s courses, including instructional materials, may be found in the *Course of Study, K–12*, revised annually and available on-line at [www.sandi.net/page/1605](http://www.sandi.net/page/1605).

## Instructional Planning and Scheduling

### Professional Development

The Instructional Support Services Department collaborates with other departments to provide teachers and administrators with ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, history–social studies, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening pedagogy and content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, Special Education students, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional development and also determine areas of individual need. Throughout the year, they conduct large- and small-group staff conferences and coach teachers at the school site to improve instructional practice. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

Teachers in grades K–5 collaborate two days a month (biweekly) to monitor student achievement, compare data, and plan lessons according to the needs of students. Edison also has a Teacher Leadership Team (TLT) to keep teachers at all grade levels informed. Under the guidance of the principal, TLT members discuss what the grade levels are currently teaching and pour over data to see what the trends are, based on benchmark test results.

## School Finances

### Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2010–11)

This table displays this school’s expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school’s per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

*Basic or unrestricted sources* are funds that, except for general guidelines, are not controlled by law or by a donor. *Supplemental or restricted sources* are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data website at: [www.ed-data.org](http://www.ed-data.org).

| Level                                    | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|--|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site                              | \$8,057                      | \$3,879                               | \$4,177                        | \$63,694               |
| District                                 |                              |                                       | \$5,026                        | \$64,014               |
| Difference: School Site and District (%) |                              |                                       | -16.9                          | -0.5                   |
| State                                    |                              |                                       | \$5,455                        | \$68,835               |
| Difference: School Site and State (%)    |                              |                                       | -23.4                          | -7.5                   |

### Types of Services Funded (Fiscal Year 2011–12)

The district’s general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

## Teacher and Administrative Salaries (Fiscal Year 2010–11)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage 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 at the CDE website at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| Position   | District Amount | Statewide Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary                           | \$38,347        | \$41,455   |
| Mid-Range Teacher Salary                           | \$58,269        | \$66,043   |
| Highest Teacher Salary                             | \$78,416        | \$85,397   |
| Average Principal Salary (Elementary School Level) | \$105,878       | \$106,714  |
| Average Principal Salary (Middle School Level)     | \$109,361       | \$111,101  |
| Average Principal Salary (High School Level)       | \$115,766       | \$121,754  |
| Superintendent Salary                              | \$245,192       | \$223,357  |
| Percentage of Budget for Teachers' Salaries        | 39%             | 39%  |
| Percentage of Budget for Administrative Salaries   | 5%              | 5%   |

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST), 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's content standards. The CSTs include English–language arts (ELA) and mathematics in grades 2–11; science in grades 5, 8, and 9–11; and history–social science in grades 8 and 9–11.

The CMA is an alternate assessment 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. The CMA includes ELA for grades 3–11; mathematics for grades 3–7, algebra I, and geometry; and science for grades 5, 8, and life science in grade 10.

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 CAPA includes ELA and mathematics in grades 2–11 and science in grades 5, 8, and 10.

General information about the STAR Program and detailed information regarding the STAR Program results for each grade and performance level, including the percentage of students not tested, may be found on the CDE's STAR results website: [star.cde.ca.gov](http://star.cde.ca.gov).

### STAR Program Results

STAR scores are ranked according to five "performance levels": Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area.

The following tables show, by subject area, the percentage of students in each grade who achieved the Proficient or Advanced levels (meeting or exceeding state standards) at the school, district, and state levels for the last three years. Statewide data are rounded to the nearest percentage point.

#### STAR: English–Language Arts

| Grade Level | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2009–10 | 2010–11 | 2011–12 | 2009–10  | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 |
| 2           | 70.0    | 68.5    | 64.4    | 57.0     | 58.9    | 59.8    | 53      | 56      | 58      |
| 3           | 42.7    | 55.1    | 53.4    | 46.8     | 49.4    | 52.5    | 44      | 46      | 48      |
| 4           | 67.1    | 76.9    | 78.2    | 67.4     | 68.2    | 68.9    | 63      | 64      | 67      |
| 5           | 67.1    | 68.6    | 67.1    | 63.2     | 65.8    | 67.0    | 58      | 59      | 63      |

#### STAR: Mathematics

| Grade Level | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2009–10 | 2010–11 | 2011–12 | 2009–10  | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 |
| 2           | 75.0    | 56.2    | 67.3    | 66.1     | 66.3    | 64.8    | 62      | 66      | 64      |
| 3           | 85.5    | 74.4    | 80.0    | 67.8     | 69.0    | 72.7    | 65      | 68      | 69      |
| 4           | 76.9    | 89.9    | 81.8    | 71.0     | 71.6    | 70.5    | 68      | 71      | 71      |
| 5           | 81.2    | 76.4    | 87.0    | 62.7     | 65.0    | 65.7    | 60      | 63      | 65      |



STAR: Grade-Level Science

| Grade Level | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2009–10 | 2010–11 | 2011–12 | 2009–10  | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 |
| 5           | 56.5    | 41.4    | 55.3    | 64.0     | 66.5    | 67.2    | 55      | 58      | 60      |

The following table shows the percentage of all students, at this school and in the district, who achieved the Proficient or Advanced levels (meeting or exceeding state standards) for the most recent STAR testing period (2011–12).

2011–12 STAR: All Students

| Student Group       | Percentage of Students Scoring at Proficient or Advanced Levels* |             |                     |                       |                        |
|---------------------|--|-------------|---------------------|-----------------------|------------------------|
|                     | English–Language Arts  | Mathematics | Grade-Level Science | End-of-Course Science | History–Social Science |
| All at this school  | 65.6   | 78.3        | 55.3                | —                     | —                      |
| All in the district | 60.4   | 50.9        | 42.4                | 63.9                  | 50.2                   |

The following tables show the percentage of students in various state-defined student groups who achieved the Proficient or Advanced levels (meeting or exceeding state standards) for the most recent STAR testing period (2011–12).

**Note:** No group score is reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores are not shown when the number of students tested in a particular student group is 10 or fewer, either because the number of students is too small for statistical accuracy or to protect students’ privacy. Such cases are indicated by an asterisk (\*). Data on students receiving migrant education services are not available.

2011–12 STAR Student Groups: English–Language Arts

| Grade Level | Sex  |        | English Learner? |      | Economically Disadvantaged? |    | Students with Disabilities? |      |
|-------------|------|--------|------------------|------|-----------------------------|----|-----------------------------|------|
|             | Male | Female | Yes              | No   | Yes                         | No | Yes                         | No   |
| 2           | 61.4 | 68.1   | 63.9             | 66.7 | 64.4                        | —  | 12.5                        | 73.9 |
| 3           | 54.5 | 52.3   | 40.0             | 82.1 | 53.4                        | —  | *                           | 52.3 |
| 4           | 80.0 | 76.9   | 64.6             | 94.9 | 78.2                        | —  | —                           | 78.2 |
| 5           | 60.0 | 71.7   | 16.7             | 82.8 | 67.1                        | —  | *                           | 69.9 |

\* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Student Groups: Mathematics

| Grade Level | Sex  |        | English Learner? |      | Economically Disadvantaged? |    | Students with Disabilities? |      |
|-------------|------|--------|------------------|------|-----------------------------|----|-----------------------------|------|
|             | Male | Female | Yes              | No   | Yes                         | No | Yes                         | No   |
| 2           | 68.4 | 66.0   | 69.9             | 57.1 | 67.3                        | —  | 18.8                        | 76.1 |
| 3           | 77.8 | 82.2   | 77.4             | 85.7 | 80.0                        | —  | *                           | 81.4 |
| 4           | 83.3 | 80.8   | 70.8             | 95.0 | 81.8                        | —  | *                           | 81.6 |
| 5           | 83.9 | 89.1   | 61.1             | 94.9 | 87.0                        | —  | *                           | 89.0 |

\* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Student Groups: Grade-Level Science

| Grade Level | Sex  |        | English Learner? |      | Economically Disadvantaged? |    | Students with Disabilities? |      |
|-------------|------|--------|------------------|------|-----------------------------|----|-----------------------------|------|
|             | Male | Female | Yes              | No   | Yes                         | No | Yes                         | No   |
| 5           | 53.3 | 56.5   | 5.6              | 70.7 | 55.3                        | —  | *                           | 57.5 |

\* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Racial/Ethnic Groups: English–Language Arts

| Grade Level | African American | Asian | Filipino | Hispanic | Indo-chinese | Native American | Pacific Islander | White (Not Hispanic) | Two or More Races |
|-------------|------------------|-------|----------|----------|--------------|-----------------|------------------|----------------------|-------------------|
| 2           | *                | *     | —        | 62.6     | —            | —               | —                | *                    | —                 |
| 3           | *                | *     | —        | 51.4     | *            | —               | —                | *                    | —                 |
| 4           | *                | *     | —        | 75.3     | *            | —               | —                | *                    | —                 |
| 5           | *                | *     | —        | 67.2     | *            | —               | —                | —                    | —                 |

\* = 10 or fewer students tested; — = no data available for this field.



2011–12 STAR Racial/Ethnic Groups: Mathematics

| Grade Level | African American | Asian | Filipino | Hispanic | Indo-chinese | Native American | Pacific Islander | White (Not Hispanic) | Two or More Races |
|-------------|------------------|-------|----------|----------|--------------|-----------------|------------------|----------------------|-------------------|
| 2           | *                | *     | —        | 67.0     | —            | —               | —                | *                    | —                 |
| 3           | *                | *     | —        | 78.9     | *            | —               | —                | *                    | —                 |
| 4           | *                | *     | —        | 79.5     | *            | —               | —                | *                    | —                 |
| 5           | *                | *     | —        | 85.3     | *            | —               | —                | —                    | —                 |

\* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Racial/Ethnic Groups: Grade-Level Science

| Grade Level | African American | Asian | Filipino | Hispanic | Indo-chinese | Native American | Pacific Islander | White (Not Hispanic) | Two or More Races |
|-------------|------------------|-------|----------|----------|--------------|-----------------|------------------|----------------------|-------------------|
| 5           | *                | *     | —        | 55.2     | *            | —               | —                | —                    | —                 |

\* = 10 or fewer students tested; — = no data available for this field.

California Physical Fitness Test Results (2011–12)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met 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 at the CDE website at [www.cde.ca.gov/ta/tg/pff/](http://www.cde.ca.gov/ta/tg/pff/).

**Note:** No group score is reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores are not shown when the number of students tested in a particular student group is 10 or fewer, either because the number of students is too small for statistical accuracy or to protect students’ privacy. Such cases are indicated by an asterisk (\*). Data on students receiving migrant education services are not available.

| Grade Level | Percentage of Students Tested Who Met Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                                   | Five of Six Standards | Six of Six Standards |
| 5           | 18.9  | 16.7                  | 7.8                  |

\* = 10 or fewer students tested; — = no data available for this field.

## 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 API website at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

API 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 10 means that the school has an API score in the highest 10 percent of all schools in the state, while a statewide rank of 1 means that the school has an API score in the lowest 10 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 in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school’s academic performance is in the highest 10 percent of the 100 similar schools.

| API Rank        | 2009 | 2010 | 2011 |
|-----------------|------|------|------|
| Statewide       | 4    | 7    | 7    |
| Similar Schools | 9    | 10   | 10   |

API Changes by Student Group: Three-Year Comparison

This table displays, by student group, the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth).

**Note:** A dash (—) means that the student group is not numerically significant for the years shown, “B” means the school did not have a valid 2011 API Base and therefore will not have any growth or target information, and “C” means the school had significant demographic changes and will not have any growth or target information.

| Student Group                   | Actual API Change |         |         |
|---------------------------------|-------------------|---------|---------|
|                                 | 2009–10           | 2010–11 | 2011–12 |
| All Students at the School      | 88                | -6      | 24      |
| African American                | —                 | —       | —       |
| Asian                           | —                 | —       | —       |
| Filipino                        | —                 | —       | —       |
| Hispanic                        | 89                | -8      | 25      |
| Native American                 | —                 | —       | —       |
| Pacific Islander                | —                 | —       | —       |
| White (not Hispanic)            | —                 | —       | —       |
| Two or More Races               | —                 | —       | —       |
| Socioeconomically Disadvantaged | 88                | -6      | 25      |
| English Learners                | 101               | -8      | 21      |
| Students with Disabilities      | —                 | —       | —       |

### 2012 API Growth Comparison by Student Group

This table displays, by student group, the number of students included in the API and the 2012 Growth API scores at the school, district, and state levels.

**Note:** A dash (—) means that the student group is not numerically significant, “B” means the school did not have a valid 2011 API Base and therefore will not have any 2012 growth or target information, and “C” means the school had significant demographic changes and will not have any growth or target information.

| Student Group                   | 2012 Growth API    |           |                    |           |                    |           |
|---------------------------------|--------------------|-----------|--------------------|-----------|--------------------|-----------|
|                                 | School             |           | District           |           | State              |           |
|                                 | Number of Students | API Score | Number of Students | API Score | Number of Students | API Score |
| All Students at the School      | 344                | 860       | 79,205             | 808       | 4,664,264          | 788       |
| African American                | 24                 | 925       | 7,725              | 739       | 313,201            | 710       |
| Asian                           | 16                 | 864       | 7,418              | 881       | 404,670            | 905       |
| Filipino                        | 0                  | —         | 5,060              | 870       | 124,824            | 869       |
| Hispanic                        | 295                | 852       | 35,701             | 746       | 2,425,230          | 740       |
| Native American                 | 0                  | —         | 221                | 812       | 31,606             | 742       |
| Pacific Islander                | 0                  | —         | 519                | 786       | 26,563             | 775       |
| White (not Hispanic)            | 4                  | —         | 18,673             | 898       | 1,221,860          | 853       |
| Two or More Races               | 4                  | —         | 3,800              | 878       | 88,428             | 849       |
| Socioeconomically Disadvantaged | 343                | 861       | 50,699             | 756       | 2,779,680          | 737       |
| English Learners                | 292                | 856       | 29,484             | 728       | 1,530,297          | 716       |
| Students with Disabilities      | 39                 | 610       | 9,587              | 627       | 530,935            | 607       |

### 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 English–language arts (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 AYP website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

### AYP Overall and by Criteria (2011–12)

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                                     | No     | No       |
| Participation Rate—English—Language Arts    | Yes    | Yes      |
| Participation Rate—Mathematics              | Yes    | Yes      |
| Percentage Proficient—English—Language Arts | No     | No       |
| Percentage Proficient—Mathematics           | Yes    | No       |
| Met API Criteria                            | Yes    | Yes      |
| Met Graduation Rate                         | N/A    | Yes      |

## Federal Intervention Program (2011–12)

Schools that receive funding from the federal government under Title I must enter federal Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts 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 website at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

| Indicator   | School    | District |
|---|-----------|----------|
| Program Improvement Status                              | Not in PI | In PI    |
| First Year of Program Improvement                       |           | 2009–10  |
| Year in Program Improvement                             |           | 3        |
| Number of Schools Currently in Program Improvement*     |           | 130      |
| Percentage of Schools Currently in Program Improvement* |           | 58.3     |

\* Includes charter schools

## School Completion and Postsecondary Preparation (Secondary Schools)

This section does not apply to this school.

## Appendix: Adopted Texts and Instructional Materials

| Subject Area           | Grade Level | Instructional Material or Textbook  | Copyright Date | Adoption Year        |
|------------------------|-------------|---|----------------|----------------------|
| English Language Arts  | K–6         | <i>A Legacy of Literacy</i> , Houghton Mifflin  | 2003           | 2002–03              |
| Health                 | K–6         | <i>Harcourt Health and Fitness</i> , Harcourt School Publishers   | 2006           | 2006–07              |
| History–Social Science | K–5         | <i>California Reflections</i> , Harcourt School Publishers  | 2007           | 2007–08              |
| History–Social Science | 6           | <i>Holt CA Social Studies: World History Ancient Civilizations</i> , Holt Rinehart and Winston                          | 2006           | 2007–08              |
| Mathematics            | K–5         | <i>Scott Foresman–Addison Wesley enVision Math</i> , Pearson  | 2009           | 2010–11              |
| Mathematics            | 6           | <i>Prentice Hall Mathematics Grade 6, California Edition</i> , Prentice Hall  | 2009           | 2009–10              |
| Science                | K–5         | <i>Full Option Science System (FOSS)</i> , Delta Education  | 2007           | 2008–09              |
| Science                | 6           | <i>California Focus on Earth Science</i> , Pearson Prentice Hall  | 2008           | 2008–09              |
| VAPA (Art)             | K–6         | <i>Portfolios: A State of the Art Program</i> , Kendall Hunt;<br><i>Arts Attack CA Standards Kit</i> (supplemental)     | 1998<br>2008   | 1998–99<br>2008–09   |
| VAPA (Dance)           | K–6         | Online lessons and supplemental materials at:<br><a href="http://www.sandi.net/depts/vapa">www.sandi.net/depts/vapa</a> | n/a            | n/a                  |
| VAPA (Music)           | K–6         | <i>Share the Music</i> , Glencoe -or-<br><i>Making Music!</i> Silver Burdett  | 1998<br>2008   | 1999–2000<br>2008–09 |
| VAPA (Theatre)         | K–6         | Online lessons and supplemental materials at:<br><a href="http://www.sandi.net/depts/vapa">www.sandi.net/depts/vapa</a> | n/a            | n/a                  |