



A.L. Conner Elementary School

222 4th Street • Orange Cove, CA 93646 • (559) 305-7200 • Grades K-5

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2012-13 School Accountability Report Card Published During the 2013-14 School Year



Kings Canyon Joint Unified School District

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What is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC is an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data are from the 2012-13 school year or the two preceding years (2011-12 or 2010-11). Single year column headings in tables refer to the ending school year for that particular period. 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. Additional copies of this SARC may be obtained from the school office or from the district's web site at: www.kcusd.com

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (559) 305-7200.

District Profile

Located in Fresno County, Kings Canyon Unified School District (KCUSD) serves a geographical area covering more than 600 square miles. This region includes three population centers: the mountain area of Squaw Valley, Dunlap, and Miramonte; Orange Cove; and Reedley. Parts of Kings Canyon National Park also reside within the boundaries of the district. KCUSD is comprised of 8 elementary schools, 4 K-8 schools, 3 middle schools, 2 comprehensive high schools, 1 continuation high school, 1 online Charter High School, Reedley High School Middle College, and 1 adult school.

District Mission

KCUSD maintains high expectations and standards for the academic and social development of all students. The KCUSD Mission focuses on high student achievement, excellence in teaching, leadership and accountability, financial stability, and public confidence.

Juan Garza, Superintendent

School Description

School Description A.L. Conner Elementary School opened in 2004-05 and is located in Orange Cove. The school served 407 students in grades TK-5 during the 2012-2013 school year and included a staff of 20 regular classroom teachers. A.L. Conner Elementary School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. School Mission Statement At A. L. Conner Elementary School we believe that every student is a unique individual. Our goal is to provide each student with focused standard based opportunities designed to meet their individual needs and to ensure experiences that promote growth in every area of development. Through mutual respect within the vital school community, our students will grow and learn in a positive atmosphere where faculty, parents, and students share an enthusiasm for the teaching and learning process.

Opportunities for Parental Involvement

Parent involvement and communication are essential to our school success. A.L. Conner Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement. Parents attend school functions, participate in parent-teacher conferences, volunteer in classrooms, chaperone field trips, attend parent observation days, participate in kindergarten workshops, and take part in After School programs involving student participation and parent education programs.

Parents may also serve on advisory committees and leadership teams, including Parent Teacher Club (PTC), English Learners Advisory Committee (ELAC), and School Site Council (SSC) at the site level. Parents also serve on district committees as representatives of the school site including the District Advisory Committee (DAC) and the District English Language Acquisition Committee (DELAC). Parents of Migrant students are also invited to attend the District

Migrant Parent Advisory Committee meetings.

Home and school communication is enhanced through regular newsletters, parent-teacher conferences, the student/parent handbook, the school website, school electronic message board, student report cards, and other regular communication activities. Translation is regularly provided for written and in person communication.

In addition, a bilingual community aide serves as the home-to-school liaison, assists in communicating with parents, translating written materials, building rapport with families, visiting families, assisting teachers in the classroom, and accompanying teachers on home visits.

Parents who would like more information on how to become involved may contact Principal Gabriela Cazares at (559) 305-7200.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	80
Gr. 1	77
Gr. 2	76
Gr. 3	57
Gr. 4	54
Gr. 5	63
Total	407

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.0
Hispanic or Latino	97.1
Native Hawaiian/Pacific Islander	0.0
White	1.7
Two or More Races	0.0
Socioeconomically Disadvantaged	97.3
English Learners	76.2
Students with Disabilities	3.4

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Safety of students and staff is a primary concern of A.L. Conner Elementary School. Before, during, and after school, responsibility for monitoring the campus is shared by instructional support staff and certificated staff. All visitors must sign in at the office and wear appropriate identification while on campus. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated and discussed with staff on 2-14-13. An updated copy is available to the public at the school office. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	22.2	19	20	32	4	4	0	0		2	0	
Gr. 1	19.3	19.5	19	27	4	4	0	0		0	0	
Gr. 2	18.3	20	19	27	3	4	0	0		0	0	
Gr. 3	19.7	19	19	27	3	3	0	0		0	0	
Gr. 4	22	22.7	18	18	1	1	9	2	2	0	0	
Gr. 5	25	25	21	0	0	1	18	2	2	0	0	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	4.12	2.31	5.89
Expulsions Rate	0	0	0
Districtwide	10-11	11-12	12-13
Suspensions Rate	13.98	14.8	13.76
Expulsions Rate	0.05	0	0.23

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 8/28/2013

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

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

A. L. Conner Elementary School has 23 classrooms, a multipurpose room, a library/media center, and an administration building. The main campus was built in 1962. Additional relocatable classrooms were constructed in 1992, 1998, 2000, and 2002. A modular administration building was constructed in 1992. In addition, a replacement classroom was installed fall, 2008 for the demolished former band room.

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

The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Rusted stalls Boys Restroom
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Cement patch sinking - repaired Blacktop cracking - repaired
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	18	19	21
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	441
Without Full Credential	♦	♦	1

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Professional development at A.L. Conner Elementary School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, instructional aides, and other support personnel may take part in these activities.

For the 2011-2012 school year, A.L. Conner Elementary School emphasized training in the Explicit Direct Instruction model, collaborative team building, assessment and data collection, and effective teaching strategies in its professional development program, with emphasis on instructing English Language Learners and full implementation of the standards-based strategic intervention. Activities included, but were not limited to: Developing teachers capacity for data driven decision making, providing support for adopted textbook and material use, collaborating by grade level, providing effective writing and reading comprehension instruction, and focusing on Writing for data teams. Continued support was provided to teachers by the Site English Language Arts Academic Coach and district curriculum and instruction staff during the 2012-2013 school year.

Staff, grade level, and vertical team meetings also provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings. Teachers may also attend conferences and workshops. Buy-back and early release days provide time for quality professional development and building professional learning communities.

Core Academic Classes Taught by Highly Qualified Teachers

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

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.0	5.0
Districtwide		
All Schools	99.8	0.3
High-Poverty Schools	99.8	0.3
Low-Poverty Schools	0.0	0.0

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

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.20
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.50
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,725	\$1,015	\$2,710	\$62,845
District	♦	♦	\$3,354	\$63,932
State	♦	♦	\$5,537	\$67,106
Percent Difference: School Site/District			-19.2	-0.8
Percent Difference: School Site/ State			-50.3	-5.3

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,672	\$40,928
Mid-Range Teacher Salary	\$58,321	\$64,449
Highest Teacher Salary	\$82,268	\$82,826
Average Principal Salary (ES)	\$98,214	\$102,640
Average Principal Salary (MS)	\$98,365	\$109,253
Average Principal Salary (HS)	\$111,973	\$118,527
Superintendent Salary	\$193,695	\$183,968
Percent of District Budget		
Teacher Salaries	32.7%	39.7%
Administrative Salaries	6.0%	5.8%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

State Resources

- **General State of California:** Funding supports overall student services
- **State Lottery:** funds used to provide materials, supplies and programs for all students
- **CA (CSR) Class Size Reduction:** helps local educational agencies reduce class sizes in grades K-2
- **Economic Impact Aide (EIA):** supports supplemental services and programs for English Learners and Economically Disadvantaged Youth
- **School Library and Improvement:** promotes improvement of programs in schools grades K-12
- **Gifted and Talented Education (GATE):** provides supplemental programs for students who are identified as meeting the GATE criteria
- **School Safety and Violence Prevention Act:** provides programs and services to promote a safe school climate and anti-violence
- **Peer Assistance and Review (PAR):** coaching support for teachers
- **Teacher and Administrative Training:** training for teacher and administrators to meet highly qualified requirements in core areas of English Language Arts and Math
- **Instructional Materials Fund (IMFRP):** funds provided to purchase core state adopted materials and textbooks
- **Cal-Safe:** programs and services for pregnant and parenting minors
- **State Pre-School:** provides eligible students a developmental program for Kindergarten Readiness
- **Ag-Voc. Ed.:** vocational program in agricultural sciences
- **Quality Education Investment Act:** Funds received by one elementary and one middle school in the district for the purposes of class size reduction and professional development
- **CAHSEE Intervention:** programs for students who are in danger of or have not passed the California High School Exit Exam prior to the intended graduation date
- **After School Education and Safety Grant (ASES):** provides after school programs for students until 6:00PM everyday that school is in session
- **Adult Education:** educational programs for adults and out of school youth
- **State Fiscal Stabilization Funds (SFSF):** one time money to provide programs for students and save jobs

Federal Resources

- **Title I Part A:** Provides supplemental programs and services in English Language Arts, Mathematics and English Language Development for students who are academically at risk, professional development for staff and parent involvement activities
- **Title II Part A:** Professional Development funds for teachers
- **Title III, Limited English Proficient and Immigrant:** services and support for identified immigrants and English Language Learners
- **Career Technical Education (Carl Perkins):** funds career technical programs at the high school level
- **Migrant Education:** programs and services for identified Migrant Families and youth
- **IDEA, Special Education:** services for students who meet the required criteria

Other Resources

- **Save The Children:** supports implementation of literacy strategies during after school programs and physical health.

This site is supported by the following funding resources:

Title I, Part A - academic support, professional development and parent involvement

Migrant Services

Special Education Services

ASES - After School Programs

QEIA - Class size reduction and professional development

EIA - services for English Learners and economically disadvantaged youth

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 8, 2013

A district textbook adoption committee is established for the process of textbook adoption. Each school site or grade level is represented on each textbook adoption committee. At A. L. Conner there are sufficient textbooks and instructional materials for each of the core content areas. Each pupil, including English Learners, have a textbook or instructional materials, or both, to use in class and to take home.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Grade TK : Pre-K Houghton/Mifflin/Harcourt - Splash into Pre-K, 2012 edition Hampton Brown - Avenues, 2004 edition Grade K - Pearson: Reading Street & Language Central R/ELA & English Language Development, 2010 edition Grades 1-5 - Pearson: Reading Street & Language Central R/ELA & English Language Development, 2010 edition Steck Vaughn: Gateways Intensive Intervention-ELA Core Replacement Grades 4 -8 ,2008 edition
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Grade TK - Houghton/Mifflin/Harcourt: Splash into Pre-K Grade K - Houghton Millfin: California Math, 2009 edition Grades 1-5 Macmillian/McGraw-Hill, California Mathematics, 2009 edition
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	MacMillan/McGraw-Hill: California Science, 2007 edition
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Scott Foresman, It's Revolutionary, 2005 edition

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: NA	NA
Health The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: NA	NA
Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: NA	N/A
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: NA	N/A

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.

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

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

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

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	44	50	37	48	52	49	54	56	55
Math	64	63	57	46	48	45	49	50	50
Science	50	38	33	49	53	56	57	60	59
H-SS				37	37	40	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	49	45	56	40
All Student at the School	37	57	33	
Male	30	55	33	
Female	45	59	33	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	37	57	34	
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	38	58	33	
English Learners	23	47	5	
Students with Disabilities	9	9		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	37	12	-31
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	38	12	-31
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	37	12	-30
English Learners	31	5	-40
Students with Disabilities			

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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	3	4	5
Similar Schools	8	9	9

Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	73.3	

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students API-G	226 768	6,973 771 4,655,989 790
Black or African American	Students API-G	1 768	27 708 296,463
American Indian or Alaska Native	Students API-G	0 770	29 743 30,394
Asian	Students API-G	1 847	88 906 406,527
Filipino	Students API-G	0 871	39 867 121,054
Hispanic or Latino	Students API-G	219 768	5,906 761 2,438,951 744
Native Hawaiian/Pacific Islander	Students API-G	0 2	25,351 774
White	Students API-G	4 844	742 853 1,200,127
Two or More Races	Students API-G	1 725	126 824 125,025
Socioeconomically Disadvantaged	Students API-G	220 769	6,336 768 2,774,640 743
English Learners	Students API-G	182 763	4,053 743 1,482,316 721
Students with Disabilities	Students API-G	10 625	572 615 527,476

Adequate Yearly Progress

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

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

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)			
Graduation Rate			
Districtwide			
Dropout Rate (1-year)			
Graduation Rate	87.89	87.88	84.52
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
Schoolwide			
English-Language Arts			
Mathematics			
Districtwide			
English-Language Arts	49	49	53
Mathematics	41	46	53
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	47	26	27	47	36	17
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee