Washington Elementary School

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2011-12 School Accountability Report Card
Published During the 2012-13 School Year

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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 2011-12 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) 655-4365.

School Description

Washington Elementary School is a PreK-2 school serving approximately 860 students in 2011-2012 and is located in the small rural town of Mendota, approximately 35 miles west of Fresno. It is one of five schools in the Mendota Unified School District. The student population of Washington Elementary has a 98.2 % Hispanic ethnicity background, with 83.6% of the students qualifying as "English Language Learners" (ELL). With the exception of approximately 27 students enrolled in the Newcomers Program, all ELL students are enrolled in mainstream English classes, where they receive English Language Development (ELD), and are provided with Specially Designed Academic Instruction in English (SDAIE) as needed. Newcomers are placed in a program that enables them to acquire the language and academic skills necessary for mainstream classes. Poverty is apparent in the agriculture-based community, where 98.7% of the students qualify to participate in the National School Lunch Program (NSLP). 0.6% of the students qualify for RSP/SDC services and 2.5% receive Language and Speech (LAS) services in pull-out settings. Migrant students make up 9.4% of the student population, while 6.6% are immigrants, having entered the United States in the last 5 years. These migrant students receive tutoring services in small group situations. We also receive students from several Head Start programs. The school has a library which students visit on a weekly basis and a cafeteria which serves both breakfast and lunch. Each classroom has at least 6 computers for student use and 100% of the classrooms have Internet access. In 2010-11 100% of the teachers were fully credentialed. 54% of the staff had a CLAD and another 21% had a BCLAD. Washington Elementary did not make its API growth target nor it's AYP in 2011-12.

The Washington Elementary School program has much strength upon which to build. The staff is stable with minimal turnover in the past five years. We have also had the services of two resource teachers, who assisted both the teachers and the principal in the daily operations of our school. Washington Elementary currently has in place a student/parent handbook, parent compact, dress code policy, School Site Council, English Learners Advisory Committees, as well as a leadership team that is the key component in decision-making. The district provides a variety of services to our parents. A three-hour after school tutoring program has been funded through the After School Program Grant in which approximately 100 students are served. Parent/School communication is enhanced through monthly bilingual activity calendars, parent/teacher conferences, forms, flyers, and our multiple measurements used to help determine promotion and retention. Student data from our multiple measures is recorded on classroom spreadsheets to have an ongoing evaluation instrument of student success. The staff uses classroom data spreadsheets to follow the progress of each student, and to develop differentiated curriculum and efficient communication of student progress throughout the school year. Student profile cards are also used to provide a continuum of information for the next year teacher.

Parents want to be involved in their child's education in any way they can. They are encouraged to visit the classrooms any time and our Adult Education Program offers parents opportunities to take preparation courses to test for the GED, work towards units to obtain a high school diploma, as well as English as a Second Language classes.

Mission Statement
Washington Elementary's Mission is to: create a safe and successful learning environment through a cooperative effort of students, teachers, parents and community members to maximize students' full potential; to enable them to reach their highest academic, social and moral development. Our intent is to create life-long learners and produce contributing citizens in society.

Vision Statement
Washington Elementary's Vision is to: engage and support all students and all stakeholders that are involved in the learning process, so that every venue is researched, explored and attempted in our quest to reach our vision that all students be on grade level.

We will do this by:
- Promoting parent involvement.
- Providing support for at-risk students.
- Differentiating instruction.
- Integration of technology.
- Developing character through the six pillars.
Open communication amongst all stakeholders.

Opportunities for Parental Involvement

Parents are invited to attend meetings of the School Site Council, English Learners Advisory Committee, Title I, DELAC, Migrant Parents. They are also invited to participate in classroom Visitations, monthly Parent's Night, field trips, the school carnival, and Parent Trainings (Parenting Partners).

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	333
Gr. 1	267
Gr. 2	260
Gr. 3	3
Total	863

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	98.5
Native Hawaiian/Pacific Islander	0
Two or More Races	0
Socioeconomically Disadvantaged	99
English Learners	82.6
Students with Disabilities	5

Average Class Size and Class Size Distribution											
Average Class Size			Number of Classrooms*								
			1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	23	27.8	27.6	0	0	0	11	10	12	0	0	0
Gr. 1	19	23.3	25	8	2	0	2	10	11	0	0	0
Gr. 2	21	24.8	22.9	3	0	1	8	9	10	0	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			
School	09-10	10-11	11-12
Suspensions Rate	3.34	1.28	.003
Expulsions Rate	0	0	0
District	09-10	10-11	11-12
Suspensions Rate	13.55	15.01	13.04
Expulsions Rate	0.08	0.76	0.734

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

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.

The School Safety Plan is revised on an annual basis. Included in our safety plan is an emergency organization plan for our site, in addition to a phone tree of all site staff members. Our one page Emergency Organization Plan outlines duties for all staff members in the course of an emergency and/or disaster. The following teams are formed: Emergency Operation Center Team, First Aid Team, Sweep and Rescue Team, Security Team, Students Accounting Team (Teachers), and our Parent Communication Team. All personnel have specific responsibilities in the event that a practice or real drill comes upon us. Specific areas are designated for parent/student reunification, first aid, and lock-downs.

School Facility Conditions and Planned Improvements (School Year 2012-13)

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
- 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

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Year and month in which data were collected:

Washington Elementary is an older school and because of this, is in need of some repair: floor cracks in the hallways and sidewalks; several rooms need ceiling tiles replaced; some light covers need to be replaced; boys restroom next to the library needs remodeling; broken windows; cafeteria roof and roof on wing that houses rooms 18 - 22 were reconstructed; replacement of carpeting and tiles in office are in dire need.

Sidewalks on wings that house rooms 4-13 have been repaired, some roof work was done on wing 18-22 during the summer of 2011; some tiles have been added in office restroom.

We plan to: continue with sidewalk repair; replace carpeting and tile in office during the summer 2013; and continuously monitor and replace lights/ceiling tiles as needed. Continue monitoring sidewalks

School Facility Good Repair Status (School Year 2012-13)

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**
	Exemplary	**Good**	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[X]	[ ]	Cracks in floor, loose or missing ceiling tiles, cracked windows, light covers replaced. Most have been replaced or repaired.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	[ ]	Drinking fountains replaced. Ceiling tiles in progress. Will monitor due to age.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	Reconstruction of roof on wing 18-22 and cafeteria was done.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Some broken windows, swings needed to be replaced. Done: replaced with new chains.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	33	29	34
Without Full Credential	2	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	126
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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.

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.

2011-2012

August 8th: CPS/Sexual Harrassment / Bloodborne Pathogens (6 hr)

August 24th (4:15)-Professional Development (PD): SMART Response Training. (3hr)

August 31st (4:15)-Professional Learning Communities (PLC): Horizontal Alignment: Pacing calendars, ELD and/or EDI strategies. (3 hr)

September 14th (4:15)-PLC: Horizontal Alignment grade levels. (3 hr)

September 21st (3:15)-PD Vertical Teams: Writing (2 hr)

September 28th (3:15)-EL and EDI Strategies Revisited. (2 hr)

October 19th (4:15)-PLC: 1st Qtr. Benchmarks (Data Analysis and Intervention/Re-teaching Lesson Design). (3 hr)

October 26th (3:15)-PD: Writing (2 hr)

November 2nd (4:15)-PLC: Horizontal Alignment (3 hr)

November 16th (3:15)-PD: EL/EDI Strategies (2 hr)

November 30th (3:15)-PD: Writing (2 hr)

January 25th (4:15)-PLC: 2nd Qtr. Benchmarks (Data Analysis and Intervention/Re-teaching Lesson Design). (3 hr)

February 1st (3:15)-PD: SMART Response Systems Revisited (Technology) (2 hr)

February 8th (4:15)-PLC: Horizontal Alignment (3 hr)

February 29th (3:15)-PD: Vertical Teams (Writing) (2 hr)

March 14th (3:15)-PD: EL/EDI Strategies (2 hr)

March 28th (4:15) PLC: 3rd Qtr. Benchmarks (Data Analysis and Intervention/Re-teaching Lesson Design). (3 hr)

May 2nd (3:15) PLC: Vertical Alignment (The following grade levels/departments meet K-1, 2-3, 4-5, 6-7, 8-9, 10-11 & 12). (2 hr)

May 9th (3:15) PLC: Vertical Alignment (The following grade levels/departments meet K-1, 2-3, 4-5, 6-7, 8-9, 10-11 & 12). (2 hr)

May 16th (3:15)-PD: Vertical Teams (Writing) (2 hr)

May 25th-Staff Appreciation Day

June 4th (3:15)-PLC: 4th Qtr. Benchmarks (Data Analysis and Intervention/Re-teaching Lesson Design). (2 hr)

June 5th (3:15) Minimum Day

June 6th (3:15) Minimum Day

June 7th (3:15) Minimum Day

2010-2011
8/19/10 CPS/Sexual Harrassment / Bloodborne Pathogens (6 hr)
8/11/10 Reading Training (SRA & MacMillan (4 hours)
8/19/10 Technology Training SMART Response System (2 hours)
8/22/10 Vertical Teams ELA, Math, Science Saturday Training (7 hours) 8/26/10 ELA, Math, Science Vertical Team report to staff (2 hours)
9/2/10 CELDT Strategies (2 hours)
9/12/10 Vertical Teams ELA, Math, Science Saturday Training (7 hours)
9/16/10 ELA, Math, Science Vertical Team report to staff(2 hours)
10/10/10 Vertical Teams ELA, Math, Science Saturday Training (7 hours)
10/21/10 Benchmark Data Disaggregation (2 hours)
10/28/10 ELA, Math, Science Vertical Teams report to staff (2 hours)
11/14/10 Vertical Teams ELA, Math, Science Saturday Training (7 hours)
11/18/10 ELA, Math, Science Vertical Teams report to staff (2 hours)
12/16/10 Benchmark Data Disaggregation (2 hours)
1/23/11 Vertical Teams ELA, Math, Science Saturday Training (7 hours)
1/27/11 ELA, Math, Science Vertical Teams report to staff (2 hours)
6/2/11 Benchmark Data Disaggregation (2 hours)

2009-2010
6/2/2010 Benchmark Data Disaggregation [2 hours]
1/27/2010 ELA, Math, Science Vertical Teams [2 hours]
1/23/2010 ELA , Math, Science Vertical Teams Saturday Training [7 hours]
12/16/2009 Benchmark Data Disaggregation [2 hours]
11/18/2009 ELA, Math, Science Vertical Teams [2 hours]
11/14/2009 ELA , Math, Science Vertical Teams Saturday Training [7 hours]
10/28/2009 ELA, Math, Science Vertical Teams [2 hours]
10/21/2009 Benchmark Data Disaggregation [2 hours]
10/10/2009 ELA , Math, Science Vertical Teams Saturday Training [7 hours]
9/26/2009 SMART Technology Training [7 hours]
9/16/2009 ELA & Math Vertical Teams [2 hours]
9/12/2009 ELA , Math, Science Vertical Teams Saturday Training [7 hours]
9/2/2009 CELDT Strategies Minimum Day [2 hours]
8/26/2009 Minimum Day Training- ELA, Math, & Science Teams [2 hours]
8/22/2009 Vertical Teams ELA, Math, Science Saturday Training [7 hours]
8/19/2009 Minimum Day Training Technology: SMART Response System [2 hours]
8/11/2009 Reading Training (SRA & McMillan [4 hours]
8/10/2009 CPS/Sexual Harassment/Bloodborne Pathogens [6 hours]

2008-2009
June 9, 2009—(1:30 to 3:30—2 hrs.) Benchmark Data Disaggregation
April 1, 2009—(1:30 to 3:30—2 hrs.) Benchmark Data Disaggregation
February 25, 2009 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
February 4, 2009 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
January 24, 2008 (8 to 3:00—7 hrs) ELA & Math Vertical Teams
December 10, 2008 (1:30 to 3:30—2 hrs.) ELA/Math VT Update & FCOE Portal Technology Training
December 6, 2008 (8 to 3:00—7 hrs) ELA & Math Vertical Teams
December 3, 2008 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
November 19, 2008 (1:30 to 3:30—2 hrs.) Textbook adoption/academic vocabulary
November 15, 2008 (8 to 3:00—7 hrs) ELA & Math Vertical Teams
November 5, 2008 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
October 29, 2008 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
October 22, 2008 (1:30 to 3:30—2 hrs.) Textbook adoption/academic vocabulary
October 18, 2008 (8 to 3:00—7 hrs) ELA & Math Vertical Teams
October 4, 2008 (7 hrs. also listed as a buy back day!) English Language Development Training (ELDPD)
September 24, 2008 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
September 17, 2008 (1:30 to 3:30—2 hrs.) Cornell Notes review
September 13, 2008 (8 to 3:00—7 hrs) ELA & Math Vertical Teams
September 10, 2008 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
August 27, 2008 (1:30 to 3:30—2 hrs.) e-Assessments Workshop

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	100	0
Districtwide		
All Schools	100	0
High-Poverty Schools	100	0
Low-Poverty Schools	100	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.

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	.25
Social Worker	.4
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist	2
Other	1
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 2010-11)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$4,985		$6,722	$62,187
District	♦	♦	$6,722	$58,540
State	♦	♦	$5,455	$62,892
Percent Difference: School Site/District			0.0	6.2
Percent Difference: School Site/ State			23.2	-1.1

* **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 2010-11)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,036	$38,725
Mid-Range Teacher Salary	$59,875	$59,717
Highest Teacher Salary	$69,014	$77,957
Average Principal Salary (ES)	$87,670	$95,363
Average Principal Salary (MS)	$78,521	$98,545
Average Principal Salary (HS)	$86,682	$107,031
Superintendent Salary	$147,150	$149,398
Percent of District Budget		
Teacher Salaries	33%	37%
Administrative Salaries	4%	6%

* 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 2011-12)

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 Programs
Economic Impact Aid/ State Compensatory Education
Purpose: Help educationally disadvantaged students succeed in the regular program.

After School Education and Safety (ASES)
Purpose: After School and Safety program for all students.

Professional Development
Purpose: Promote school improvement by long-term professional development of school staff.

Federal Programs
Elementary and Secondary Education Act:

Title I: School-wide Program
Purpose: Upgrade the entire educational program of the school.

Title I: Parents
Purpose: Upgrade the entire educational program of the school.

Title I: School Improvement Program/Supplemental Educational Services
Purpose: Improve school response to educational, personal and career needs of all students.

Title II: Improving Teacher and Principal Quality (Training and Recruitment)
Purpose: Upgrade the expertise of teachers and other school staff
Part A – High Quality Training (Teacher/Principal)
Part D – Technology – Equipment
Part D – Professional Development

Title III: Language Instruction for Limited English Proficient and Immigrant students

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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 instruction 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:

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%	California Treasures/2010
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Real Math SRA/2009
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	California Science/2008
History-Social Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	

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

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		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	42	53	47	36	39	34	52	54	56
Math	63	74	67	40	48	44	48	50	51
Science				38	45	39	54	57	60
H-SS				29	40	34	44	48	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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	34	44	39	34
All Student at the School	47	67		
Male	48	70		
Female	46	64		
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	47	68		
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	47	67		
English Learners	48	70		
Students with Disabilities	38	52		
Students Receiving Migrant Education Services	39	83		

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**		
	09-10	**10-11**	**11-12**
All Students at the School	-6	41	-33
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-6	39	-29
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-7	42	-35
English Learners	-11	57	-35
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	**2009**	**2010**	**2011**
Statewide	6	6	7
Similar Schools	10	10	10

Federal Intervention Program (School Year 2012-13)

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	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		33.3

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	244	1,947	4,664,264
	API-G	814	731	788
Black or African American	Students	0	3	313,201
	API-G			710
American Indian or Alaska Native	Students	0	0	31,606
	API-G			742
Asian	Students	0	1	404,670
	API-G			905
Filipino	Students	0	0	124,824
	API-G			869
Hispanic or Latino	Students	242	1,919	2,425,230
	API-G	816	732	740
Native Hawaiian/Pacific Islander	Students	0	0	26,563
	API-G			775
White	Students	2	20	1,221,860
	API-G		656	853
Two or More Races	Students	0	0	88,428
	API-G			849
Socioeconomically Disadvantaged	Students	242	1,924	2,779,680
	API-G	812	730	737
English Learners	Students	204	1,541	1,530,297
	API-G	822	720	716
Students with Disabilities	Students	21	104	530,935
	API-G	725	558	607

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	Yes	No
Met Graduation Rate (if applicable)	N/A	No

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 Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2012		
	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	2008-09	2009-10	2010-11
Dropout Rate (1-year)			
Graduation Rate			
District			
Dropout Rate (1-year)	3	18.3	18.5
Graduation Rate	77.40	81.90	73.89
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* 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	2009-10	2010-11	2011-12
English-Language Arts			
Mathematics			
District			
English-Language Arts	34	41	35
Mathematics	41	54	46
English-Language Arts	54	59	56
Mathematics	54	56	58

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	65	24	12	54	36	10
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
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	
2010-11 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