

Executive Summary School Accountability Report Card, 2009–10

Antelope Elementary School

Address: 37237 100th Street East, Littlerock, CA 93543-1501
Principal: Gerilyn Cherland

Phone: 661-944-2148
Grade Span: K - 7

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Antelope Elementary School is one of six schools in the Keppel Union School District. Antelope served approximately 308 students in grades Kindergarten through sixth grade during the 2009-2010 school year. Antelope School was built in 1966.

Antelope Elementary School offers an academic program for all K - 6 students, which is aligned with state guidelines and standards. In addition, the school offers a variety of programs to enhance the curriculum, and which address the educational needs and goals of individual students.

The staff at Antelope Elementary School values the partnership between home and school in helping students grow academically, personally and socially. Regular contact is maintained between the classroom teacher and students' families. This is accomplished through on-going communicative efforts of parents and staff through parent conferences, social school events, and our NTI Connect-ed phone message service.

Antelope provides ALL students with a positive and challenging learning environment, which empowers EACH student to become a responsible and productive citizen. Antelope School serves students, and therefore the community, by helping students to understand and respect themselves and others. Students are assisted in developing a sense of responsibility, positive decision making and self direction skills and challenged to value self education life-long learners through the Second Step Character Education curriculum.

In the 2010-2011 school year, Antelope School has been reconfigured to serve approximately 320 students in grades Kindergarten through seventh.

Antelope Elementary School offers an academic program for all K - 7 students, which is aligned with state guidelines and standards. In addition, the school offers a focus on the Depth and Complexity Icons to address the needs of Gifted and Talented students and to enhance the curriculum for all students which addresses the educational needs and goals of individual students.

The mission of Antelope Elementary School is to provide high quality student focused instruction each day, every day through an environment of compassion and connection while nurturing the giftedness in all children.

Antelope School provides each student with daily rigorous instruction school wide. Antelope is an environment in which staff, students and parents establish goals for learning as they work together to be innovative risk takers who encourage and mentor one another to engage in rigorous conversations about learning. Antelope's data is an integral part in planning and implementing best practices to address student needs. Antelope's Professional Learning Communities focus on students and commits to vertical and horizontal alignment of Essential Standards.

Student Enrollment

Group	Enrollment
Number of students	308
Black or African American	9%
American Indian or Alaska Native	0.5%
Asian	0
Filipino	0
Hispanic or Latino	80.5%
Native Hawaiian/Pacific Islander	0
White (not of Hispanic origin)	10%
Two or More Races	0
Socioeconomically Disadvantaged	86%
English Learners	34%
Students with Disabilities	11%

Teachers

Indicator	Teachers
Teachers with full credential	13
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	31%
Mathematics	49%
Science	36%
History-Social Science	N/A

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	722
Statewide Rank (from 2009 Base API Report)	2
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 10 of 17
2010–11 Program Improvement Status (PI Year)	4

School Facilities

Summary of Most Recent Site Inspection

Antelope Elementary School was inspected using the Facility Inspection Tool (FIT) by a representative of the Los Angeles County Office of Education, Business Services Department, on August 31, 2010. The school received an Overall Rating of "Good" with an average percentage of 95.85%.

Repairs Needed

Stained ceiling tiles in Rm. 4 and Rm. 5. Two light fixtures not working in Rm. 15 and one light fixture not working in Rm. 8. Toilet is loose in the main girls' restroom. Some cracks and uneven payment on the playground.

Corrective Actions Taken or Planned

The stained ceiling tiles in Rm. 4 and Rm. 5, the two light fixtures not working in Rm. 15 and the one light fixture not working in Rm. 8, the loose toilet in the main girls' restroom and the cracks and uneven payment on the playground have all been repaired and/or replaced using the Work Order System by the Maintenance and Operations Department and/or an outside vendor.

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	0%
Visual and Performing Arts	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,308
District	\$5,254
State	\$5,681

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., 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.

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 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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Antelope Elementary School	District Name	Keppel Union School District
Street	37237 100 th Street East	Phone Number	661-944-2155
City, State, Zip	Littlerock, CA 93543-1501	Web Site	www.keppel.k12.ca.us
Phone Number	661-944-2148	Superintendent	Steve Doyle
Principal	Gerilyn Cherland	E-mail Address	sdoyle@keppel.k12.ca.us
E-mail Address	gcherland@keppel.k12.ca.us	CDS Code	19-64642-6014609

School Description and Mission Statement (School Year 2009–10)

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

Antelope Elementary School is one of six schools in the Keppel Union School District. Antelope served approximately 308 students in grades Kindergarten through sixth grade during the 2009-2010 school year. Antelope School was built in 1966.

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In this current 2010-2011 school year, Antelope School has been reconfigured to include grades Kindergarten through seventh and will serve approximately 320 students.

Antelope Elementary School offers an academic program for all K - 7 students, which is aligned with state guidelines and standards. In addition, the school offers a focus on the Depth and Complexity Icons to address the needs of Gifted and Talented students and to enhance the curriculum for all students which addresses the educational needs and goals of individual students.

The mission of Antelope Elementary School is to provide high quality student focused instruction each day, every day through an environment of compassion and connection while nurturing the giftedness in all children.

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Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

The cornerstone of Antelope School is family and community involvement. Teachers and parents are educational partners in support of student learning. Parents have multiple opportunities to become active participants in their child's education. Parent activities include:

The **School Site Council** is a committee dedicated to supporting a program that best meets the needs of our students in order to increase student performance. The School Site Council is made up of parents, teachers, the principal and other school staff members. Each segment of the school community which makes up the SSC brings a unique perspective and knowledge of how the school currently functions and how it might be improved and strengthened to offer the best program possible to the students. The council meets monthly to discuss and make decisions on the use of school funds and implementation of the school plan. Regular reports are also given from other committees such as from the PTO, English Learner's Advisory Committee and the Superintendent's Advisory Council.

ELAC, English Learner Advisory Committee provides parents of English Learners opportunities to advise the principal and school staff on the most positive and effective actions to improve learning for English Learners. ELAC aids in the development of a detailed school plan for English Learners submitted to the governing board, the development of the school's needs assessment of students, parents, and teachers, administration of the school's language census and joins in efforts to raise awareness of the importance of regular school attendance.

"Coffee with the Principal" meetings are held monthly to provide parents training on topics to improve student learning. Such topics are: PTO Parent Teacher Organizations and Fundraising planning, Title I criteria and School Goals, Assessments, Writing Skills, Reading Comprehension Strategies, Math Strategies and Test Taking Skills.

Parent Volunteer Program provides another way in which parents can be part of the team. Gina MacFarlane is available to assist parents with training to become parent volunteers.

Grade level teams will hold Parent Information Nights throughout the school year. The meetings are intended to help parents to better understand what the students are learning and help parents understand the pacing guides and text materials.

BlackBoard phone system is currently used by Antelope School to announce school and district events.

Newsletters and flyers are sent home monthly in English and Spanish to highlight school events.

Student Enrollment by Grade Level (School Year 2009–10)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	48	Grade 8	
Grade 1	39	Ungraded Elementary	
Grade 2	35	Grade 9	
Grade 3	54	Grade 10	
Grade 4	40	Grade 11	
Grade 5	45	Grade 12	
Grade 6	47	Ungraded Secondary	
Grade 7		Total Enrollment	308

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	9.00	White	10.00

American Indian or Alaska Native	0.50	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	86
Filipino	0	English Learners	34
Hispanic or Latino	80.50	Students with Disabilities	11
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	2			18.0	2			19.1	2		
1	18.0	1			19.0	0			19.8	2		
2	20.0	2			20.0	0						
3	19.0	2			19.0	2			22.6		1	
4	27.5		2		32.0		1		29.5		1	
5	30.0		1									
6	31.0		1		18.0	1			29.9		1	
K-3	19.0	3			17.7	3			21.0		2	
3-4					16.0	1						
4-8	29.0		1		30.0		2		17.9	3		
Other												

III. School Climate

School Safety Plan (School Year 2009-10)

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

Antelope has developed a comprehensive school safety plan which is revised on a regular basis by the leadership team. The plan includes evacuation procedures for earthquakes, fire or any other emergencies. Additionally, the plan provides procedures for search and rescue, emergency medical care, sanitation, supplies, shelter and the release of students. School personnel are assigned specific duties in the plan.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	4.5	7.5	17.7	16.6	15.4	13.2
Expulsions	0.3	0.3	0.3	0.5	0.5	1.0

IV. School Facilities

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

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

Antelope has one (1) day custodian, two (2) evening custodians and one (1) groundskeeper. Restrooms are cleaned daily as are kindergarten rooms and nurses office. All other offices and classrooms are cleaned every other day. Carpets are cleaned routinely and by special request. Preventative maintenance and additional services are performed by work order request.

Antelope Elementary School was inspected using the Facility Inspection Tool (FIT) by a representative of the Los Angeles County Office of Education, Business Services Department, on August 31, 2010. The school received an Overall Rating of "Good" with an average percentage of 95.85% of the eight categories listed below.

School Facility Good Repair Status (School Year 2010–11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			No Repairs Needed
Interior: Interior Surfaces	n/a		X		Stained ceiling tiles in Rm. 4 and Rm. 5. Tiles have been replaced using the Work Order System by the Maintenance and Operations Department.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a				No Repairs Needed
Electrical: Electrical	n/a		X		Two light fixtures not working in Rm. 15 and one light fixture not working in Rm. 8. The light fixtures have been repaired and/or replaced using the Work Order System by the Maintenance and Operations Department.
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	X			Toilet is loose in the main girls' restroom. The toilet has been repaired using the Work Order System by the Maintenance and Operations Department.
Safety: Fire Safety, Hazardous Materials	n/a	X			No Repairs Needed
Structural: Structural Damage, Roofs	n/a	X			No Repairs Needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X			Some cracks and uneven payment on the playground. Repairs have been made to the playground using the Work Order System by the Maintenance and Operations Department and/or outside vendor.
Overall Rating		Good – 95.85%			n/a

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	12	13	13	134
Without Full Credential	4	2	0	2
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	4	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student 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. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0
Low-Poverty Schools in District	N/A	N/A

VI. Support Staff

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic

counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	0	n/a
Other	0	n/a

VII. Curriculum and Instructional Materials

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	All students, including English Learners, were provided state adopted and standards aligned textbooks and/or instructional materials. Verification was made as of August 23, 2010 by the Los Angeles County Office of Education.	0%	The textbooks used are Macmillan/McGraw-Hill "CA Treasurers" in grades K – 6 and Glenco/McGraw-Hill "CA Literature & Expressions (ELD Bundle)" in grade 7. Adoption dates is 2010.
Mathematics	All students, including English Learners, were provided state adopted and standards aligned textbooks and/or	0%	The textbooks used are "Envision Math" by Scott Foresman in Grades K – 6 and CGP & CGP Educational for grade

	instructional materials. Verification was made as of August 23, 2010 by the Los Angeles County Office of Education.		7. Adoption date was 2008.
Science	All students, including English Learners, were provided state adopted and standards aligned textbooks and/or instructional materials. Verification was made as of August 23, 2010 by the Los Angeles County Office of Education.	0%	The textbooks used in grades K – 6 are Harcourt School Publishers, California Science Series and Glencoe/McGraw Hill "California Science" Series "Focus on Life" in grade 7. Adoption date was 2006.
History-Social Science	All students, including English Learners, were provided state adopted and standards aligned textbooks and/or instructional materials. Verification was made as of August 23, 2010 by the Los Angeles County Office of Education.	0%	. The textbooks that are used for grades K through 6 are Houghton Mifflin's "History-Social Science" and McDougal Littell "World History" in grade 7. Adoption date was 2004.
Foreign Language	N/A	N/A	N/A
Health	All students, including English Learners, were provided state adopted and standards aligned textbooks and/or instructional materials. Verification was made as of August 23, 2010 by the Los Angeles County Office of Education.	0%	K – 6 th grade use the Health and Wellness series by MacMillan/McGraw Hill Publishing and "Decisions for Health" by Holt, Rinehart and Winston for use in the 7th grade. Adoption date was 2005.
Visual and Performing Arts	N/A	N/A	N/A

VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,881	\$3,573	\$5,308	\$57,934
District	n/a	n/a	\$5,254	\$62,767
Percent Difference – School Site and District	n/a	n/a	1%	-8%
State	n/a	n/a	\$5,681	\$64,193
Percent Difference – School Site and State	n/a	n/a	-3%	-11%

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,653	\$41,154
Mid-Range Teacher Salary	\$67,864	\$63,517
Highest Teacher Salary	\$80,680	\$80,951
Average Principal Salary (Elementary)	\$98,793	\$102,080
Average Principal Salary (Middle)	\$99,121	\$105,643
Average Principal Salary (High)		\$111,347
Superintendent Salary	\$125,463	\$150,626
Percent of Budget for Teacher Salaries	43.10%	41.40%
Percent of Budget for Administrative Salaries	6.50%	6.10%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be

found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	27	33	31	31	36	39	46	50	52
Mathematics	40	52	49	35	40	47	43	46	48
Science	10	22	36	28	26	30	46	50	54
History-Social Science	N/A	N/A	N/A	13	18	15	36	41	44

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	39	47	30	15
All Students at the School	31	49	36	
Male	29	49	32	
Female	33	50	40	
Black or African American	16	47	*	
American Indian or Alaska Native	*	*	*	
Asian				
Filipino				
Hispanic or Latino	31	48	36	
Native Hawaiian or Pacific Islander				
White	50	57	*	
Two or More Races				
Socioeconomically Disadvantaged	31	47	37	
English Learners	19	34	*	
Students with Disabilities	8	20	*	
Students Receiving Migrant Education Services	*	*	*	

California Physical Fitness Test Results (School Year 2009–10) The PFT data are not available at the time of posting.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	1	2	2
Similar Schools	2	5	5

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

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

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	67	15	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	60	3	-1
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/A	N/A	

Socioeconomically Disadvantaged	60	8	-10
English Learners	80	18	6
Students with Disabilities			

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

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	722	647	767
Black or African American			685
American Indian or Alaska Native			728
Asian			889
Filipino			851
Hispanic or Latino	716	707	715
Native Hawaiian/Pacific Islander			754
White		772	838
Two or More Races			807
Socioeconomically Disadvantaged	721	706	712
English Learners	699	679	691
Students with Disabilities		458	580

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

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

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

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

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

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention

with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	n/a	5
Percent of Schools Currently in Program Improvement	n/a	71.4%

XI. Instructional Planning and Scheduling

Professional Development

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

Professional development is an on-going pursuit to address identified needs throughout the district. Prior to the start of each school year, we set aside five days (40 hours) for SB 472 training. This training targets core programs in Reading/Language Arts, Math, and support for English Learners. Eighty hours of follow-up training opportunities are available in support of the SB 472 training. This training has been provided over the past three years by consultants from the Los Angeles County Office of Education.

In addition, Total Educational Systems Support (TESS) consulting group is set to provide teacher training in standards based explicit direct instruction. Grade level meetings and collaboration meetings are provided to analyze benchmark data to drive instruction. A. Los Angeles County Office of Education consultant, district coaches and grade level leaders provide support in best practices.