

# School Accountability Report Card

Issued Spring 2010 for Academic Year 2008–09

## What Is a School Accountability Report Card?

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

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

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

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

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

[studata.sandi.net/research/sarcs/](http://studata.sandi.net/research/sarcs/)

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## Ericson Elementary School

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Maria Gomez, Principal

## School Description and Mission Statement

Welcome to Ericson Elementary, a Blue Ribbon Award-winning school. This “extra effort” school is nestled in an ethnically diverse neighborhood in Mira Mesa. Our school community of 760 students (2008–09) and over 70 staff members offers a friendly and nurturing environment with a solid belief that every child can reach grade-level standards and beyond. On the state Academic Performance Index ranking, our school was in the top 10 percent of approximately 120 district elementary schools in 2008. A dedicated staff and supportive families are key to this accomplishment. There is ongoing teacher collaboration and extensive study of literacy, mathematics, and science standards, assessment, and instructional strategy. Instruction is personalized, demonstrating a sincere interest to know each student as a learner.

We offer “over-and-above” support to students in both academic and enrichment areas. Our literacy resource teacher and “push-in” teachers work with struggling students at all grade levels. Opportunities for families, such as Morning Math, Family Math Nights, literacy presentations, Family Morning Reading for kindergartners, parent book clubs on varying topics, homework clubs, after-school enrichment activities, and more, are also available.

We provide students with access to technology through visits to a computer lab as well as access to such classroom equipment as doc cameras, computers, etc. Three times a week we host *Good Morning Vikings*, a live TV broadcast.

Our mission is to have students know the importance of being lifelong learners to succeed in the changing world of tomorrow. The results of our extra effort have been inspiring as we watch students develop into confident and joyful learners.

## Opportunities for Parent Involvement

We are committed to communicating with and engaging parents as partners in their children’s education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students. Parents have many opportunities to be involved at their children’s school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Parent involvement is an essential part of our school. We encourage visits to school and input from parents. Ericson provides two-way communication through newsletters, surveys, and our phone-messaging system. Our principal hosts “Principal Chat” gatherings for informal exchanges with parents.

Parents can be seen volunteering in many school areas. Our School Governance Team and School Site Council make important decisions about the instructional program. Our English Learner Advisory Committee meets to address the needs of our students who are learning English. We meet with families of Gifted and Talented Education (GATE) students to offer support. Our Parent Teacher Association provides many enrichment programs for our families. Our Friends of Ericson Foundation assists in raising funds for school projects.

If you want to get involved, please contact Anthony La Rue, vice principal, at (858) 271-0505.

## Data and Access

Most of the data in this SARC are from the 2008–09 school year or the two preceding years (2006–07 and 2007–08). Graduation, dropout, and fiscal data are from 2007–08. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: [www.cde.ca.gov/ta/ac/sa/documents/definitions09.pdf](http://www.cde.ca.gov/ta/ac/sa/documents/definitions09.pdf).

### DataQuest

*DataQuest* is an on-line data tool (<http://dq.cde.ca.gov/dataquest/>) that contains additional information about this school and comparisons of the school to the district, the county, and the state. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### Student Enrollment by Grade Level

Grade Level	Enrollment on October 1, 2009
Kindergarten	117
1	123
2	117
3	106
4	127
5	129
<b>TOTAL</b>	<b>719</b>

### Student Enrollment by Group (2008–09)

Student Subgroup	Number of Students	Percentage of Enrollment
African American	46	6.4
Asian	101	14.0
Filipino	194	27.0
Hispanic	87	12.1
Indochinese	112	15.6
Native American	0	0.0
Pacific Islander	7	1.0
White (Not Hispanic)	172	23.9
Socioeconomically Disadvantaged	259	36.0
English Learners	271	37.7
Students with Disabilities	55	7.6

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

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

Grade Level	2006–07				2007–08				2008–09			
	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	20	5	1	0	21	2	4	0	20	5	1	0
1	20	4	1	0	20	5	1	0	20	5	1	0
2	20	7	0	0	19	6	0	0	19	7	0	0
3	20	4	2	0	19	5	0	0	21	2	3	0
4	34	0	0	3	30	1	1	2	27	1	3	0
5	31	0	3	2	27	1	3	1	29	0	4	1
6	0	0	0	0	0	0	0	0	0	0	0	0
K–3	20	1	0	0	19	1	0	0	0	0	0	0
3–4	20	1	0	0	0	0	0	0	0	0	0	0
4–8	19	1	0	0	30	0	1	0	29	0	1	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

## School Climate

### School Safety Plan (2008–09)

Last Review/Update: Feb 12, 2008

Last Discussed with Staff: November 13, 2009

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

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

Safety is our number one concern at Ericson. If students do not feel safe, they cannot learn. We provide a variety of measures to ensure student and staff safety and support students' academic, social-emotional, and physical well being.

Staff members provide on-site supervision 15 minutes before school and at recess. Our Student Safety Patrol, with its supervisor and often the principal, control traffic in front of the campus before and after school. The school parking lots are closed while students are entering and exiting the school. We recently created an area in the front of the school, called the "Circle of Friends," so students would not have to wait to be picked up on a very busy street.

Noon duty supervisors are responsible for watching students during the three lunch periods, in the multipurpose room, the covered lunch area, and on the playground.

Perimeter gates are locked during the school day, with the exception of the main access gate. Visitors must present themselves to the main office to receive a visitor's tag. Any adult requesting to have a student released early from school must present proper identification, which is matched by office personnel with the student's registration card to authorize the student's release.

Our annual safety plan, located in our crisis box, documents our monthly security drills with the students and procedures for a variety of crises. The staff reviews the security procedures with students during the school year, starting in September with a "Safety Walk."

### Suspensions and Expulsions

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

Type of Action		2006–07		2007–08		2008–09	
		School	District	School	District	School	District
Suspensions	Number	13	14,740	13	12,848	15	12,832
	Rate per 100 students	1.72	3.19	1.77	3.05	2.09	3.25
Expulsions	Number	0	398	0	380	0	278
	Rate per 100 students	0.00	<0.05	0.00	<0.05	0.00	<0.05

## School Facilities

### School Facility Conditions and Improvements (2009–10)

The permanent buildings at Ericson Elementary are approximately 35 years old. The grounds are attractive and well maintained. The staff, students, and community take great pride in the school and strive to keep it clean and free of litter and graffiti. The entry of the school and office lobby are a welcoming area for students and visitors. All classrooms, the multipurpose room, library, computer lab, and counseling and administrative offices are carpeted and air conditioned. Restrooms, nurse's office, cafeteria, and kitchen are cleaned daily. The custodial staff of three and a half full-time personnel are on a regular schedule to clean classrooms. This schedule is to ensure that all classrooms and facilities are maintained to a degree of adequacy to support student learning. Classroom space meets state standards for housing academic classes. The multipurpose room is in continuous use for class activities, chorus, instrumental music, plays, assemblies, and other school and community purposes. Ericson is fortunate to still maintain a few extra classroom spaces to offer itinerant services and auxiliary support personnel their own work places. Landscaping is addressed by both the city and district landscapers, including our own custodial staff.

Ericson has three playground areas, including a joint-use field. Because of the unique configuration of the school's three playground spaces the district offers extra outside supervision.

At our school, improvements resulting from Proposition MM have included new carpeting and linoleum, replacement of outdated electrical systems, wiring for Internet access, interior and exterior painting, upgraded fire security systems, a new assembly sound system, an all-school public address system, new playground structures, improved access for the physically disabled, a permanent lunch court structure, kindergarten shade structure, multipurpose room stage curtains, upgraded student restrooms, and the construction of new restrooms for the physically disabled. Recently, updated fencing and panic bar gates were installed to secure the school. A "Circle of Friends" area was designed where children can wait for parents off the sidewalk and away from the busy street in front of the school.

Areas that continue to be addressed by the district's Physical Plant Operations (PPO) department are the conversion of the security panel from the old to the new equipment and cracks found in the concrete wall and ground slabs. We are currently converting a lunch area no longer in use to a "Theater in the Park" area for students to perform for classmates and families. This will require concrete ground leveling and tree maintenance.

During the school year, work orders for maintenance are submitted by our building services supervisor to the PPO department. Overall the response to these work orders is timely.

### School Facility Good-Repair Status (2009–10)

This table displays the results of the most recently completed school-site inspection to determine the facility's good-repair status. The data are not comparable with some previous years' summaries, which cited only "emergency needs."

Inspection Date: September 29, 2009

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
<b>Systems:</b> Gas, Mechanical, Sewer		✓			
<b>Interior:</b> Interior surfaces			✓		Ceiling tiles
<b>Cleanliness:</b> Overall, pest/vermin		✓			
<b>Electrical:</b> Interior/Exterior		✓			
<b>Restrooms / fountains:</b>		✓			
<b>Safety:</b> Fire Safety / Has. Mat.		✓			
<b>Structural:</b> Damage, roofs,		✓			
<b>External:</b> Playground, gates, fences		✓			

\* Repair Status: Exemplary, Good, Fair, Poor

	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		✓		

## Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2006–07	2007–08	2008–09	2008–09
Full credential and teaching in subject area	40	38	41	7,413
Full credential but teaching outside subject area	0	0	0	243
Without full credential	0	2	0	100
<b>Total</b>	<b>40</b>	<b>40</b>	<b>41</b>	<b>7,756</b>

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2009–10, the most current data are reported.

Indicator	2007–08		2008–09		2009–010	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Misassignments of Teachers of English	0	0	0	0	0	N/A
Total Teacher Misassignments	0	0	0	0	0	N/A
Vacant Teacher Positions	0	0	0	0	0	N/A

### Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2008–09)

The No Child Left Behind (NCLB) Act required all teachers of core academic subjects to be "highly qualified" no later than the end of the 2007–08 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with NCLB at this school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. (High-poverty schools are those with a student participation rate of 75 percent or greater in the free and reduced-price lunch program. Low-poverty schools are those with rates of 25 percent or less in the program.) More information on teacher qualifications required under NCLB can be found at the CDE website at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB-Compliant Teachers
This School	97.4	2.6
All Schools in District	99.4	0.6
High-Poverty Schools in District	99.5	0.5
Low-Poverty Schools in District	99.7	0.3

## Support Staff

### Academic Counselors and Other Support Staff (2008–09)

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.

Position	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	719
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (paraprofessional)	0.5	
Psychologist	0.5	
Social Worker	0.0	
Nurse	0.5	
Speech/Language/Hearing Specialist	1.4	
Resource Specialist (Non-Teaching)	1.0	
Literacy Resource Teacher	0.0	
Music Prep Teacher and PE Prep Teacher	1.8	
Guidance Assistant	0.0	

## Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (2009–10)

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

Core Curriculum Area	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	0
Health	0
History–Social Studies	0
Mathematics	0
Science	0
Science Laboratory Equipment (grades 9–12)	0
Visual and Performing Arts	0
World Language	0

## List of Textbooks and Instructional Materials Used in Core Subject Areas (2009–10)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials.

## Instructional Planning and Scheduling

### Professional Development

Through the district’s educational strategies, the Instructional Support Services Division collaborates with other departments to provide teachers and administrators with ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, history–social studies, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Sessions focus on differentiating instruction to meet the needs of all learners and often target the needs of our English language learners, Special Education students, and other struggling learners. Each year, principals identify a focus for schoolwide professional development, as well as determine areas of individual need. Throughout the year, principals conduct large- and small-group staff conferences and coach teachers at the school site to improve instructional practice. Teachers in the district participated in a total of three mandatory staff development days in each of the last four school years. These days focused primarily on school-based professional learning in relation to the school’s needs.

## School Finances

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2007–08)

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 and teacher salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,469	\$1,758	\$4,710	\$68,368
District			\$4,629	\$63,424
Difference: School Site and District (%)			1.8	7.8
State			\$5,512	\$67,049
Difference: School Site and State (%)			-14.5	2.0

### Types of Services Funded (2008–09)

The district’s general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

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

## Teacher and Administrative Salaries (Fiscal Year 2007–08)

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

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$39,412	\$42,065
Mid-Range Teacher Salary	\$59,886	\$67,109
Highest Teacher Salary	\$80,592	\$86,293
Average Principal Salary (Elementary School Level)	\$109,261	\$107,115
Average Principal Salary (Middle School Level)	\$111,356	\$112,279
Average Principal Salary (High School Level)	\$118,395	\$122,532
Superintendent Salary	\$269,000	\$216,536
Percentage of Budget for Teachers' Salaries	38.1	39.4
Percentage of Budget for Administrative Salaries	5.1	5.5

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

The CSTs show how well students are doing in relation to the state's content standards. The CSTs include English–language arts (ELA) and mathematics in grades 2–11; science in grades 5, 8, and 9–11; and history-social studies in grades 8 and 9–11.

The CMA is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards, with or without accommodations. The CMA includes ELA for grades 3–8 and science for grades 5 and 8.

The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CAPA includes ELA and mathematics in grades 2–11 and science in grades 5, 8, and 10.

Detailed information regarding the STAR Program results for each grade and performance level, including the percentage of students not tested, may be found on the CDE's STAR results website: [star.cde.ca.gov](http://star.cde.ca.gov). General information about the STAR Program may be found in the "Explaining 2008 STAR Program Summary Results to the Public" guide: [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

### STAR Program Results

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

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

#### STAR – English–Language Arts

Grade Level	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
2	69.8	74.0	77.4	49.9	49.5	55.6	48	48	53
3	63.5	65.1	84.3	39.5	40.8	47.7	37	38	47
4	72.6	77.8	80.0	53.1	56.9	63.7	51	55	61
5	69.0	74.6	79.8	46.5	49.3	57.9	44	48	54

#### STAR – Mathematics

Grade Level	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
2	79.8	78.8	87.8	61.3	62.4	65.4	59	59	63
3	79.6	79.8	91.3	60.6	62.4	66.4	58	61	64
4	73.4	82.2	86.0	56.5	61.1	67.7	56	61	66
5	84.0	81.7	85.7	49.4	52.3	59.9	49	51	57

STAR – Grade-Level Science

Grade Level	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
5	64.8	77.0	84.7	38.4	46.5	55.5	37	46	49

The following tables show the percentage of students in various state-defined subgroups who achieved the Proficient or Advanced levels (meeting or exceeding state standards) for the most recent STAR testing period (2008–09).

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

2008–09 STAR Subgroups – English–Language Arts

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
2	72.6	83.0	78.6	76.3	66.7	85.1	*	81.1
3	81.3	87.0	78.9	87.5	73.1	88.2	*	85.6
4	80.3	79.6	56.5	85.6	76.2	82.1	54.5	82.6
5	81.7	78.1	46.2	83.8	68.1	87.0	*	83.1

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

2008–09 STAR Subgroups – Mathematics

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
2	87.1	88.7	89.3	86.4	81.3	92.5	*	89.6
3	95.8	87.3	87.2	93.8	81.5	94.7	*	92.8
4	86.8	84.9	78.3	87.8	86.4	85.7	58.3	89.0
5	85.5	85.9	71.4	87.5	79.6	89.6	*	89.1

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

2008–09 STAR Subgroups – Grade-Level Science

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
5	86.7	82.8	61.5	87.4	78.7	88.3	*	86.6

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

2008–09 STAR Racial/Ethnic Groups – English–Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2	*	92.3	83.3	58.3	66.7	—	*	81.3
3	*	93.3	78.1	*	88.2	—	—	87.0
4	*	87.5	74.4	66.7	86.7	—	*	85.2
5	76.9	83.3	72.7	72.7	87.5	—	*	88.9

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

2008–09 STAR Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2	*	92.3	96.7	83.3	81.0	—	*	90.6
3	*	93.3	93.8	*	94.1	—	—	91.3
4	*	87.5	77.5	93.3	93.3	—	*	92.3
5	76.9	91.7	84.1	69.2	100.0	—	*	88.9

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

2008–09 STAR Racial/Ethnic Groups – Grade-Level Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
5	83.3	91.7	77.3	83.3	87.5	—	*	92.6

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



## California Physical Fitness Test Results (2008–09)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE website at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.3	30.8	38.3

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (basic, proficient, and advanced). The participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress website at [nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/).

Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects statewide test results and is not reflective of either the district or this school. Comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades 4, 8 and 12. (The NAEP assesses grades 9, 13, and 17 for long-term trends.) In addition, the NAEP only provides statewide test results for grades 4 and 8. The California Standards Tests (CST) are based on a different set of standards from those of the NAEP. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English–language arts as a whole, encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE's NAEP website at [www.cde.ca.gov/ta/tg/nr/](http://www.cde.ca.gov/ta/tg/nr/).

### National Assessment of Educational Progress Reading and Mathematics Results by Grade—All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades 4 and 8.

Subject and Grade Level	Average Scale Score			Statewide Percentage at Achievement Level		
	District	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	210	209	220	30	18	5
Reading 2007, Grade 8	250	251	261	41	20	2
Mathematics 2009, Grade 4	236	232	239	41	25	5
Mathematics 2009, Grade 8	280	270	282	36	18	5

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level—All Students

This table displays the district, state, and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades 4 and 8.

Subject and Grade Level	Students with Disabilities Participation Rate (%)			English Language Learners Participation Rate (%)		
	District	State	National	District	State	National
Reading 2007, Grade 4	77	74	65	94	93	80
Reading 2007, Grade 8	72	78	66	93	92	77
Mathematics 2009, Grade 4	77	79	84	96	96	94
Mathematics 2009, Grade 8	61	85	78	93	96	92

## Academic Performance Index

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

### API Ranks—Three-Year Comparison

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

API Rank	2006-07	2007-08	2008-09
Statewide	9	9	10
Similar Schools	9	8	10

### API Changes by Student Group—Three-Year Comparison

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

**Note:** A dash (—) means that the student group is not numerically significant for the years shown, "B" means the school did not have a valid 2008 API Base and will not have any growth or target information, and "C" means the school had significant demographic changes and will not have any growth or target information. Gray areas indicate measures for which no data were collected.

Group	Actual API Change			API Score
	2006-07	2007-08	2008-09	2008-09
All Students at the School	2	18	28	922
African American	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	2	31	5	941
Filipino	23	-13	31	924
Hispanic	—	—	—	—
Indochinese	—	—	—	—
Pacific Islander	—	—	—	—
White	4	34	32	940
Socioeconomically Disadvantaged	-2	28	33	886
English Learners			39	909
Students with Disabilities			—	—

## Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

### AYP Overall and by Criteria (2008-09)

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

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

## Federal Intervention Program (2009–10)

Schools that receive Title I funding must enter federal Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE website at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009–10
Year in Program Improvement		1
Number of Schools Currently in Program Improvement		82
Percentage of Schools Currently in Program Improvement		39.6

## School Completion and Postsecondary Preparation (Secondary Schools)

This section does not apply to this school.

## Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	Instructional Material or Textbook	Adoption Year
English Language Arts	K–6	<i>A Legacy of Literacy</i> , Houghton Mifflin	2002–03
Health	K–6	<i>Harcourt Health and Fitness</i> , Harcourt School Publishers	2006–07
History–Social Science	K–5	<i>California Reflections</i> , Harcourt School Publishers	2007–08
History–Social Science	6	<i>Holt CA Social Studies: World History Ancient Civilizations</i> , Holt Rinehart and Winston	2007–08
Mathematics	K–5	<i>Harcourt Math</i> , Harcourt School Publishers	2002–03
Mathematics	6	<i>Prentice Hall Mathematics Grade 6, California Edition</i> , Prentice Hall	2009–10
Science	K–5	<i>Full Option Science System (FOSS)</i> , Delta Education	2008–09
Science	6	<i>California Focus on Earth Science</i> , Pearson Prentice Hall	2008–09