

# School Accountability Report Card

Issued Spring 2011 for Academic Year 2009–10

## 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:

[sandi.net](http://sandi.net) → Departments → Research & Reporting → SARC

## Loma Portal Elementary School

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## School Description and Mission Statement

Nestled in the beautiful community of Point Loma, Loma Portal Elementary School is a family-friendly school with high student achievement and outstanding parent and community involvement. Loma Portal was named a California Distinguished School in 2010. Student test scores continue to meet and exceed goals for all students as well as for second language learners. For example, since 2008, all students in grades 2–4 have gained 24 percentage points on the California Standards Test in language arts, to reach 84 percent proficiency in 2010. Second language learners gained 27 percentage points in mathematics since 2008, achieving 71 percent proficiency in 2010.

The school's population consists of approximately 400 culturally diverse students in grades K–4. The neighborhood is a mixed socioeconomic area with single-family houses, apartments, and small businesses. The staff is composed of highly trained teachers, 72 percent of whom have acquired master's degrees. Loma Portal's mission is to challenge our entire educational community to inspire all students to realize and achieve their optimal potential to be productive citizens in a global society. Our mascot is the dolphin, and we swim together sure and swift as a team of friendly learners.

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## 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.

Loma Portal has an active Parent Teacher Association (PTA), foundation, Dads' Club, and Everyone-a-Reader program, all staffed by volunteers. The school community welcomes parent and community volunteers who serve in many capacities including on PTA and foundation committees and as computer assistants, tutors, readers, library assistants, and chaperones at special events. Navy partners give out student leadership awards, and student volunteers from Point Loma High School serve our students daily as tutors and group leaders.

If you want to get involved, please contact Irene Rodriguez at (619) 223-1683.



## Data and Access

Most of the data in this SARC are from the 2009–10 school year or the two preceding years (2007–08 and 2008–09). Graduation, dropout, and fiscal data are from 2008–09. 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/sarc0910.asp](http://www.cde.ca.gov/ta/ac/sa/sarc0910.asp).

### 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 7, 2009 |
|--------------|-------------------------------|
| Kindergarten | 105                           |
| 1            | 82                            |
| 2            | 72                            |
| 3            | 81                            |
| 4            | 71                            |
| <b>TOTAL</b> | <b>411</b>                    |

### Student Enrollment by Group (2009–10)

| Student Group                   | Number of Students | Percentage of Enrollment |
|---------------------------------|--------------------|--------------------------|
| African American                | 16                 | 3.9                      |
| Asian                           | 5                  | 1.2                      |
| Filipino                        | 4                  | 1.0                      |
| Hispanic                        | 134                | 32.6                     |
| Indochinese                     | 2                  | 0.5                      |
| Native American                 | 0                  | 0.0                      |
| Pacific Islander                | 1                  | 0.2                      |
| White (Not Hispanic)            | 220                | 53.5                     |
| Two or More Races               | 29                 | 7.0                      |
| Socioeconomically Disadvantaged | 152                | 36.9                     |
| English Learners                | 80                 | 19.5                     |
| Students with Disabilities      | 26                 | 6.3                      |

### 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 | 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           | 19              | 3                    | 0     | 0   | 19              | 6                    | 0     | 0   | 24              | 0                    | 4     | 0   |
| 1           | 20              | 4                    | 0     | 0   | 21              | 1                    | 2     | 0   | 24              | 0                    | 1     | 0   |
| 2           | 20              | 4                    | 0     | 0   | 18              | 5                    | 0     | 0   | 23              | 0                    | 3     | 0   |
| 3           | 18              | 3                    | 0     | 0   | 17              | 5                    | 0     | 0   | 23              | 0                    | 3     | 0   |
| 4           | 28              | 0                    | 2     | 0   | 19              | 1                    | 2     | 0   | 30              | 0                    | 2     | 0   |
| 5           | 0               | 0                    | 0     | 0   | 0               | 0                    | 0     | 0   | 0               | 0                    | 0     | 0   |
| 6           | 0               | 0                    | 0     | 0   | 0               | 0                    | 0     | 0   | 0               | 0                    | 0     | 0   |
| K–3         | 20              | 3                    | 0     | 0   | 0               | 0                    | 0     | 0   | 24              | 0                    | 3     | 0   |
| 3–4         | 17              | 1                    | 0     | 0   | 19              | 1                    | 0     | 0   | 24              | 0                    | 1     | 0   |
| 4–8         | 0               | 0                    | 0     | 0   | 0               | 0                    | 0     | 0   | 0               | 0                    | 0     | 0   |
| Other       | 0               | 0                    | 0     | 0   | 0               | 0                    | 0     | 0   | 0               | 0                    | 0     | 0   |

## School Climate

### School Safety Plan (2009–10)

Last Review/Update: Spring 2010

Last Discussed with Staff: Spring 2010

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.

Visitors and volunteers to the Loma Portal campus are required to sign in and out at the front office during school hours. Persons going to classrooms during school hours must have made prior arrangements with the receiving staff member. All volunteers must complete the district-mandated Volunteer Application for clearance to volunteer with students on campus or on field trips. In 2011 the school district will be installing gates at the front of the school for greater campus security. Loma Portal visitors and volunteers are much appreciated as part of our thriving educational community. Everyone works cooperatively to keep students' instructional time protected from unplanned interruptions.

### 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 |                       | 2007–08 |          | 2008–09 |          | 2009–10 |          |
|----------------|-----------------------|---------|----------|---------|----------|---------|----------|
|                |                       | School  | District | School  | District | School  | District |
| Suspensions    | Number                | 4       | 12,848   | 9       | 12,832   | 2       | 13,199   |
|                | Rate per 100 students | 1.13    | 2.21     | 2.43    | 2.53     | 0.49    | 2.89     |
| Expulsions     | Number                | 0       | 380      | 0       | 281      | 0       | 266      |
|                | Rate per 100 students | 0.00    | <0.05    | 0.00    | <0.05    | 0.00    | 0.00     |

## School Facilities

### School Facility Conditions and Improvements (2010–11)

The school facilities are much improved as a result of the 1998 bond measure Proposition MM. Improvements at our school have included a new library, instructional support space, interior painting, flooring and carpeting, improved access for the physically disabled, technology and electrical upgrades, window blinds, playground equipment, and paving. In 2010 Klassic Kids sponsored upgrades in the lunch court area that included bright wall paintings taken from student art. The Loma Portal Foundation is providing a new amphitheatre outside the library, to be constructed in 2011. The school district will be installing front security gates in 2011.

## School Facility Good-Repair Status (2010–11)

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

Inspection Date: December 21, 2010

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

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

## Teachers

### Teacher Credentials

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

| Number of Teachers                                | School    |           |           | District    |
|---------------------------------------------------|-----------|-----------|-----------|-------------|
|                                                   | 2007–08   | 2008–09   | 2009–10   | 2009–10     |
| Full credential and teaching in subject area      | 20        | 23        | 20        | 5951        |
| Full credential but teaching outside subject area | 0         | 2         | 2         | 334         |
| Without full credential                           | 2         | 0         | 0         | 98          |
| <b>Total</b>                                      | <b>22</b> | <b>25</b> | <b>22</b> | <b>6378</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 2010–11, the most current data are reported.

| Indicator                                      | 2008–09 |         | 2009–10 |         | 2010–11 |         |
|------------------------------------------------|---------|---------|---------|---------|---------|---------|
|                                                | Smstr 1 | Smstr 2 | Smstr 1 | Smstr 2 | Smstr 1 | Smstr 2 |
| Misassignments of Teachers of English Learners | 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 (2009–10)

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 defined as those with student eligibility rates of approximately 25 percent or higher in the free and reduced-price meals program. Low-poverty schools are defined as those with student eligibility rates of 25 percent or lower in the program.) More information on teacher qualifications required under NCLB can be found at the CDE website at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

| Location of Classes              | Percentage of Classes in Core Academic Subjects |                                       |
|----------------------------------|-------------------------------------------------|---------------------------------------|
|                                  | Taught by NCLB-Compliant Teachers               | Taught by Non-NCLB-Compliant Teachers |
| This School                      | 100.0                                           | 00.0                                  |
| All Schools in District          | 99.4                                            | 0.6                                   |
| High-Poverty Schools in District | 99.1                                            | 0.9                                   |
| Low-Poverty Schools in District  | 99.7                                            | 0.3                                   |

## Support Staff

### Academic Counselors and Other Support Staff (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.

| Position                                            | Number of FTE Assigned to the School | Average Number of Students per Academic Counselor |
|-----------------------------------------------------|--------------------------------------|---------------------------------------------------|
| Academic Counselor                                  | 0.0                                  | N/A                                               |
| Counselor (Social/Behavioral or Career Development) | 0.0                                  |                                                   |
| Teacher Librarian                                   | 0.8                                  |                                                   |
| Library Services Staff (paraprofessional)           | 0.2                                  |                                                   |
| Psychologist                                        | 0.0                                  |                                                   |
| Social Worker                                       | 0.2                                  |                                                   |
| Nurse                                               | 0.4                                  |                                                   |
| Speech/Language/Hearing Specialist                  | 1.0                                  |                                                   |
| P.E. Prep Teacher                                   | 1.0                                  |                                                   |
| District Counselor                                  | 0.2                                  |                                                   |
| Health Aide                                         | 0.8                                  |                                                   |
| Other (Specify)                                     | 0.0                                  |                                                   |

## Curriculum and Instructional Materials

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

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 | Are These Textbooks and Instructional Materials from the Most Recent Adoption? |
|--------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| English Language Arts                      | 0                                                                                      | Yes                                                                            |
| Health                                     | 0                                                                                      | Yes                                                                            |
| History–Social Studies                     | 0                                                                                      | Yes                                                                            |
| Mathematics                                | 0                                                                                      | Yes                                                                            |
| Science                                    | 0                                                                                      | Yes                                                                            |
| Science Laboratory Equipment (grades 9–12) | 0                                                                                      | Yes                                                                            |
| Visual and Performing Arts                 | 0                                                                                      | Yes                                                                            |
| World Language                             | 0                                                                                      | Yes                                                                            |

## List of Textbooks and Instructional Materials Used in Core Subject Areas (2010–11)

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, history-social science, health, and visual and performing arts), may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials. Descriptions of the district’s courses, including instructional materials, may be found in the *Course of Study, K–12*, revised annually and available on-line at [www.sandi.net](http://www.sandi.net) → Departments → Accountability, Office of → Course Information.

## 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 and 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.

Loma Portal staff made off-site visits during the spring of 2010 and came away with a new model for on-site professional development. The Instructional Leadership Team, composed of teacher representatives from each grade as well as all staff members, provided input to organize a rotational system through which students receive physical education, music, library, and computer lab experiences on a weekly basis in a block rotation. In 2010–11, teachers will meet weekly during this block of time with their grade-level teams, administrator, and other support staff members to analyze and develop curriculum, evaluate student data, and plan lessons and units in support of state standards and student needs. The Loma Portal staff recognizes and supports the importance of differentiated professional development opportunities and planning.

## 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 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                              | \$6,871                      | \$831                                 | \$6,040                        | \$71,883               |
| District                                 |                              |                                       | \$5,262                        | \$64,318               |
| Difference: School Site and District (%) |                              |                                       | 14.8                           | 11.8                   |
| State                                    |                              |                                       | \$5,681                        | \$68,179               |
| Difference: School Site and State (%)    |                              |                                       | 6.3                            | 5.4                    |

## Types of Services Funded (2009–10)

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.

Loma Portal is fortunate to have a very active and involved PTA and foundation. The PTA has consistently raised funds to provide a K–3 music teacher (the district provides weekly music instruction for grade 4). The PTA has also funded the site library assistant position in years when there were no district funds to do so. The Loma Portal community recognizes the high need for on-site technical and computer lab support and budgeted with the School Site Council to provide a technology teacher for 2010–11. In addition, the School Site Council has also supported the use of second language learner funding to hire an English language support teacher, who provides “push-in” and “pull-out” services to second language learners (18 percent of our students). Loma Portal has an outstanding Gifted and Talented Education (GATE) “seminar” program for identified students in grades 3 and 4 and also provides differentiated GATE instruction to all GATE students in grades 3 and 4. The school was the recipient of the Early Mental Health Initiative grant that provides support services for students in social skills and for students in transition. Additional support is provided for our military families through our military liaison. Loma Portal has on-site before- and after-school childcare provided by a fabulous Klassic Kids program. Loma Portal has an outstanding K–4 physical education program provided by our PE prep teacher. The school provides special education services within the classroom for students with a variety of special needs.

## Teacher and Administrative Salaries (Fiscal Year 2008–09)

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        | \$42,377                                         |
| Mid-Range Teacher Salary                           | \$59,886        | \$67,667                                         |
| Highest Teacher Salary                             | \$80,592        | \$87,102                                         |
| Average Principal Salary (Elementary School Level) | \$108,779       | \$108,894                                        |
| Average Principal Salary (Middle School Level)     | \$111,260       | \$113,713                                        |
| Average Principal Salary (High School Level)       | \$119,354       | \$124,531                                        |
| Superintendent Salary                              | \$269,000       | \$223,323                                        |
| Percentage of Budget for Teachers' Salaries        | 39.6%           | 40.2%                                            |
| Percentage of Budget for Administrative Salaries   | 5.2%            | 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, 10, and 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 grade 5.

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 2009 STAR Program Summary Results to the Public” guide: [www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2007–08 | 2008–09 | 2009–10 | 2007–08  | 2008–09 | 2009–10 | 2007–08 | 2008–09 | 2009–10 |
| 2           | 61.0    | 77.8    | 84.7    | 49.5     | 55.6    | 57.0    | 48      | 53      | 53      |
| 3           | 51.7    | 63.6    | 77.5    | 40.8     | 47.7    | 46.8    | 38      | 47      | 44      |
| 4           | 67.1    | 84.2    | 85.1    | 56.9     | 63.7    | 67.4    | 55      | 61      | 63      |

### STAR: Mathematics

| Grade Level | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2007–08 | 2008–09 | 2009–10 | 2007–08  | 2008–09 | 2009–10 | 2007–08 | 2008–09 | 2009–10 |
| 2           | 71.4    | 74.1    | 88.3    | 62.4     | 65.4    | 66.1    | 59      | 63      | 62      |
| 3           | 72.4    | 74.6    | 74.3    | 62.4     | 66.4    | 67.8    | 61      | 64      | 65      |
| 4           | 77.1    | 83.1    | 87.7    | 61.1     | 67.7    | 71.0    | 61      | 66      | 68      |

The following tables show the percentage of students in various state-defined student groups who achieved the Proficient or Advanced levels (meeting or exceeding state standards) for the most recent STAR testing period (2009–10).

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

### 2009–10 STAR Student Groups: English–Language Arts

| Grade Level | Gender |        | English Learner? |      | Economically Disadvantaged? |      | Students with Disabilities? |      |
|-------------|--------|--------|------------------|------|-----------------------------|------|-----------------------------|------|
|             | Male   | Female | Yes              | No   | Yes                         | No   | Yes                         | No   |
| 2           | 71.4   | 95.2   | 57.1             | 88.7 | 68.8                        | 91.1 | 30.8                        | 91.8 |
| 3           | 64.3   | 85.5   | 55.6             | 81.7 | 59.4                        | 84.8 | *                           | 80.0 |
| 4           | 80.0   | 91.3   | 40.0             | 93.0 | 72.0                        | 89.5 | —                           | 85.1 |

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

### 2009–10 STAR Student Groups: Mathematics

| Grade Level | Gender |        | English Learner? |      | Economically Disadvantaged? |      | Students with Disabilities? |      |
|-------------|--------|--------|------------------|------|-----------------------------|------|-----------------------------|------|
|             | Male   | Female | Yes              | No   | Yes                         | No   | Yes                         | No   |
| 2           | 79.6   | 95.2   | 64.3             | 91.8 | 71.9                        | 94.9 | 46.2                        | 93.9 |
| 3           | 56.8   | 85.5   | 55.6             | 77.9 | 56.3                        | 81.5 | *                           | 77.1 |
| 4           | 87.9   | 87.5   | 80.0             | 89.0 | 82.1                        | 89.7 | *                           | 90.1 |

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

### 2009–10 STAR Racial/Ethnic Groups: English–Language Arts

| Grade Level | African American | Asian | Filipino | Hispanic | Indo-chinese | Native American | Pacific Islander | White (Not Hispanic) | Two or More Races |
|-------------|------------------|-------|----------|----------|--------------|-----------------|------------------|----------------------|-------------------|
| 2           | *                | *     | —        | 77.3     | *            | —               | —                | 88.6                 | —                 |
| 3           | *                | —     | *        | 68.0     | —            | —               | —                | 84.2                 | —                 |
| 4           | *                | —     | —        | 60.9     | —            | —               | —                | 91.7                 | —                 |

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



## 2009–10 STAR Racial/Ethnic Groups: Mathematics

| Grade Level | African American | Asian | Filipino | Hispanic | Indo-chinese | Native American | Pacific Islander | White (Not Hispanic) | Two or More Races |
|-------------|------------------|-------|----------|----------|--------------|-----------------|------------------|----------------------|-------------------|
| 2           | *                | *     | —        | 86.4     | *            | —               | —                | 91.4                 | *                 |
| 3           | *                | —     | *        | 68.0     | —            | —               | —                | 79.5                 | *                 |
| 4           | *                | —     | —        | 79.2     | —            | —               | —                | 92.1                 | *                 |

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

## California Physical Fitness Test Results (2009–10)

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

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

| Grade Level                   | Percentage of Students Tested Who Met Fitness Standards |                       |                      |
|-------------------------------|---------------------------------------------------------|-----------------------|----------------------|
|                               | Four of Six Standards                                   | Five of Six Standards | Six of Six Standards |
| Does not apply to this school |                                                         |                       |                      |

## 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 2009 National Assessment of Educational Progress results for reading and mathematics for grades 4 and 8.

| Subject and Grade Level | Average Scale Score |       |          | Statewide Percentage at Achievement Level |            |          |
|-------------------------|---------------------|-------|----------|-------------------------------------------|------------|----------|
|                         | District            | State | National | Basic                                     | Proficient | Advanced |
| Reading, Grade 4        | 213                 | 210   | 220      | 30                                        | 19         | 5        |
| Reading, Grade 8        | 254                 | 253   | 262      | 42                                        | 20         | 2        |
| Mathematics, Grade 4    | 236                 | 232   | 239      | 41                                        | 25         | 5        |
| Mathematics, 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 2009 National Assessment of Educational Progress for reading and mathematics for students with disabilities and/or English language learners for grades 4 and 8.

| Subject and Grade Level | Students with Disabilities<br>Participation Rate (%) |       |          | English Language Learners<br>Participation Rate (%) |       |          |
|-------------------------|------------------------------------------------------|-------|----------|-----------------------------------------------------|-------|----------|
|                         | District                                             | State | National | District                                            | State | National |
| Reading, Grade 4        | 73                                                   | 73    | 71       | 94                                                  | 95    | 84       |
| Reading, Grade 8        | 80                                                   | 81    | 72       | 95                                                  | 95    | 83       |
| Mathematics, Grade 4    | 77                                                   | 79    | 84       | 96                                                  | 96    | 94       |
| Mathematics, Grade 8    | 61                                                   | 85    | 78       | 93                                                  | 96    | 92       |

## Accountability

### 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        | 2007 | 2008 | 2009 |
|-----------------|------|------|------|
| Statewide       | 8    | 8    | 9    |
| Similar Schools | 2    | 6    | 8    |

#### 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 2009 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.

| Student Group                    | Actual API Change |         |         |
|----------------------------------|-------------------|---------|---------|
|                                  | 2007-08           | 2008-09 | 2009-10 |
| All Students at the School       | 22                | 42      | 4       |
| African American                 | —                 | —       | —       |
| American Indian or Alaska Native | —                 | —       | —       |
| Asian                            | —                 | —       | —       |
| Filipino                         | —                 | —       | —       |
| Hispanic                         | 22                | 22      | 61      |
| Pacific Islander                 | —                 | —       | —       |
| White (not Hispanic)             | 23                | 19      | 11      |
| Socioeconomically Disadvantaged  | 3                 | 50      | 25      |
| English Learners                 | —                 | —       | —       |
| Students with Disabilities       | —                 | —       | —       |

## 2010 API Growth Comparison by Student Group

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

**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 2009 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.

| Student Group                    | 2010 Growth API |          |       |
|----------------------------------|-----------------|----------|-------|
|                                  | School          | District | State |
| All Students at the School       | 896             | 785      | 767   |
| African American                 | —               | 716      | 686   |
| American Indian or Alaska Native | —               | 793      | 728   |
| Asian                            | —               | 867      | 890   |
| Filipino                         | —               | 856      | 851   |
| Hispanic                         | 863             | 720      | 715   |
| Pacific Islander                 | —               | 771      | 753   |
| White (not Hispanic)             | 936             | 878      | 838   |
| Socioeconomically Disadvantaged  | 823             | 731      | 712   |
| English Learners                 | —               | 702      | 692   |
| Students with Disabilities       | —               | 615      | 580   |

## 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 (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 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    | n/a      |

## Federal Intervention Program (2010–11)

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                            |           | 2        |
| Number of Schools Currently in Program Improvement     |           | 82       |
| Percentage of Schools Currently in Program Improvement |           | 37.6     |

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