

Golden Elementary

| | | | |
|-------------------|-------------------------------|--------------------|----------------|
| Address: | 740 E. Golden Ave., Placentia | Phone: | (714) 986-7160 |
| Principal: | Kathy Chakan, Principal | Grade Span: | K-6 |

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access – Websites with additional information

DataQuest Website

DataQuest is an online data tool located on the California Department of Education web page that contains additional reports for accountability (e.g. API, AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, data regarding English learners and additional information. Reports are available by school and comparisons to other schools, the district, the county and State. The website is <http://dq.cde.ca.gov/dataquest/>.

Ed-Data Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade 12 schools. The website is: <http://www.ed-data.k12.ca.us/Pages/Home.aspx>

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-

served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

School Description and Mission Statement

Golden Elementary, home the Eagles, located in Placentia, California has been designated as a California Distinguished School in recognition of its program excellence. There are currently 791 students enrolled in kindergarten through sixth grade. There are 19 regular education classrooms, 6 GATE magnet classrooms and 2 Special Day Classes. Approximately 4.5% of our students are English language learners and mobility rate is approximately 1%. In support of the classroom teachers, Golden has a principal, resource specialist, speech and language specialist, school psychologist, school secretary, two part time office clerks, one part-time library media clerk, a part-time computer lab specialist, two part-time reading intervention teachers, fifteen instructional aides, noon supervisors, and custodians.

The staff has created an inclusive environment where the needs of all students are addressed through continuous monitoring, evaluation and a full spectrum of program offerings. Students are provided a comprehensive, challenging, standards-aligned curriculum, which includes reading, language arts, mathematics, history/social science, science, visual and performing arts, physical education and health. A computer lab, computer clusters in classrooms and pods, and a library/media center offer additional opportunities for our students to learn in a technologically rich setting. Before and after school child care is available on site.

Golden students arrive each fall filled with energy, eager anticipation and ready to learn in our warm and caring school community. The Golden community believes that students can and achieve and works together as a family to recognize the contributions of every child. George Key, a school for cognitively and physically challenged students, shares an adjacent campus. Golden students learn about acceptance and understanding simply by sharing a facility with these students. When possible, the two schools participate in activities that broaden their life-experience. Seeing the world through different eyes creates empathy and compassion that outshines other school experiences.

Our professional and dedicated staff truly cares about each child they are entrusted to educate, daily demonstrating their commitment to all students and their achievement. Collaborative planning and teamwork allows teachers and students to benefit from each other's expertise. Teachers continually demonstrate their own commitment to learning by advancing their own skills. Over half our faculty has advanced degrees. Staff is eager to implement research-based strategies to improve student learning and foster intrinsic development of healthy minds and bodies. Students with disabilities, English language learners and GATE students all flourish. Learning opportunities for students not yet proficient in grade level skills are embedded

in classroom instruction and include a variety of interventions that are closely monitored to ensure student success.

Our children take pride in their school by working as PAL mentors, valets and cross-age buddies. They collect toys for the Cops for Kids program, participate in special community projects, like Pennies for Patients, and sponsor school wide campaigns to help increase everyone's awareness of important issues, such as the "No Dissing/Name Calling" campaign which focused on showing respect for others. Leadership experiences are also offered, such as conducting the daily announcements and flag salute. Finally, students are provided opportunities to participate in competitions and special events, including PTA's Reflections program, the Orange County Pentathlon, and Scripps National Spelling Bee.

Golden provides a safe environment where children thrive. Parent volunteers, business partnerships, and community groups contribute to the success of Golden students. Many volunteer parents are seen daily on campus sharing their time and talents with all. PTA sponsored field trips and assemblies are standards-aligned and support the curriculum and district focus areas. PTA and business partnerships provide abundant support for the school through donated books for our library and classrooms, emergency supplies, and money for instructional materials. Some of our parents attended Golden themselves as children and now continue our family culture. The Golden family beams with pride, as we look over the campus "where every student shines!"

School Mission

The mission of Golden Elementary School is to provide a high quality, challenging educational program, which focuses on the mastery of basic skills, the use of technology, the development of critical thinking, and effective communication. Our goal is to foster in all students and understanding of responsible citizenship and a desire for life-long learning.

Opportunities for Parental Involvement

Golden Elementary is recognized as a hub for the community we serve. Parent involvement and volunteerism are hallmarks of our school and an essential factor in the success of our students. "Parents as partners in education" is a key factor in our students' outstanding achievements. A variety of forums for participation and involvement are available and include PTA, School Site Council, ELAC and classroom support.

PTA leadership plays a pivotal role in recruiting volunteers for the classrooms, library, computer lab, and special events. The PTA offers numerous avenues for parent involvement which range from a few hours a year to daily participation in classrooms and programs. Our PTA membership continues to grow each year and is at an all time high. Approximately 10,000 volunteer hours are donated on an annual basis; and the

consistent flow of donations and sponsorships by parents, local merchants and businesses for a myriad of school programs and events give evidence of the outpouring of community support to Golden.

Parents are invited to serve as chairperson for a variety of programs: Yearbook, Jog-A-Thon, Reflections, Newsletter, Red Ribbon Week, Book Fairs, Staff Appreciation, Hospitality, School Carnival, Assemblies, Art Docents, Outdoor Education and Classroom Volunteers. The PTA has been at the forefront of the “green” movement at Golden. Through the implementation of a school website and weekly “Green Sheets,” PTA affords parents the opportunity to stay connected to the school and community while minimizing the impact on the environment through paper handouts. Furthermore, the school directory and email system enhance the ability of families to receive information in a timely manner. The school website includes a communiqué which provide our community with information about PTA sponsored events and programs and an article from the Principal regarding curriculum, instruction or new state mandates. Thursday mailbags offer further opportunities to strengthen the communication between home and school. PTA also sponsors and encourages family involvement through family nights during the year, including movies under the stars and skating. Each year, parents, family, and community members are invited to informal gatherings called Meet the Principal, The New Family Tea, and our spring school tours. PTA’s support is a major factor in helping Golden students shine.

The **School Site Council (SSC)** is an advisory group that discusses curriculum, student assessment and monitors the implementation of the school plan. Officially the council has six voting parents and six staff members; however, meetings are open to all parents and staff. The SSC annually reviews and revises the School Plan in light of assessment results and budget and makes recommendations regarding directions of improvement for the future. Additionally, the SSC serves as a conduit for information between the school, parents and Superintendent’s Community Advisory Committee (SCAC). Furthermore, the SSC also includes parent members whose children are English learners. An **English Learner Advisory Committee (ELAC)** is comprised of parents of English learners and school staff; and an ELAC member serves as the liaison between the school and the District English Learner Advisory Committee (DELAC). Each of these advisory groups meets formally on at least four times during the school year.

Average Class Size and Class Size Distribution

| Grade Level | Avg. Class Size | 2008–09 Number of Classes* | | | Avg. Class Size | 2009–10 Number of Classes* | | | Avg. Class Size | 2010–11 Number of Classes* | | |
|-------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 28 | | 2 | | 28 | | 3 | | 27.5 | 0 | 2 | 0 |
| 1 | 21 | 5 | 1 | | 27.7 | | 3 | | 24.5 | 1 | 3 | 0 |

| | | | | | | | | | | | | |
|-------|------|---|---|---|-------|--|---|---|------|---|---|---|
| 2 | 19.8 | 4 | | | 28.25 | | 4 | | 29.3 | 0 | 4 | 0 |
| 3 | 31.0 | | 2 | | 29.33 | | 3 | | 30.5 | 0 | 4 | 0 |
| 4 | 32.3 | | 1 | 2 | 32.25 | | 2 | 2 | 31.3 | 0 | 2 | 1 |
| 5 | 33.8 | | 1 | 3 | 28.88 | | | 4 | 29.3 | 1 | 5 | 1 |
| 6 | 35.0 | | | 3 | 34.5 | | 2 | 2 | 33.8 | 0 | 1 | 3 |
| Other | | | | | | | | | | | | |

III. School Climate

School Safety Plan – Last reviewed, updated and shared with staff

Special care is taken to ensure student safety at all times. Each year, members of the School's Safety and Emergency Preparedness committee review and update a comprehensive Safe School's Action Plan. This comprehensive safety plan consists of three components: 1) All students and staff members are provided a safe teaching and learning environment, 2) All students are safe and secure while at school and are aware of safety issues regarding arrival and departure, and 3) District programs and community resources are available to students and parents.

A number of years ago, the school spent considerable time focusing on goal #2 by implementing a student "Valet Program" to assist with ingress and egress procedures. Furthermore, monthly fire drills are conducted as well as quarterly earthquake/disaster drills. Additionally, to prepare students and staff for unusual emergency occurrences, a lockdown drill is held at least annually. The drills help to increase everyone's readiness for handling emergency situations. CPR and first aid training are provided through district coordination, further equipping staff.

Safety is the combined responsibility of students, staff, parents, district personnel, and local agencies. Safety concerns have been minimized due to this collaboration; questions regarding potential safety issues are identified before becoming a concern. The surrounding community can report concerns directly to the school office during the day. Furthermore, a twenty-four hour emergency phone number is posted on the school windows and published in the newsletter to report safety issues beyond school hours.

Other activities that promote school safety include: Safety assemblies, bullying prevention assemblies by our district's counselor and CWA coordinator, Peer Assistance Leadership (PAL), and student and buddy procedures. Additionally, school personnel and parent volunteers supervise the parking lot, playground and

campus areas before and after school, as well as during recess and lunch. The School Discipline is shared with all students and staff during assemblies and trainings. Furthermore, parents, staff and students are made knowledgeable regarding changes in the law, such as those regarding cyber bullying in 2012.

In order to maintain assurances that school is a safe environment, an Emergency Disaster Plan has been developed in cooperation with teaching and classified staff, local community members, parents, and the local police and fire departments and is a part of the site's Safe Schools Plan. This comprehensive plan includes clearly written and communicated procedures for fire drills, earthquake drills, intruder lockdown drills, major disaster with injuries, and a map of evacuation. Every staff member is trained and assigned to a team to perform duties in the event of a real disaster. A supply of medical materials, water and food are stored in sea containers on site. During the fall of 2011, the plan was revised and updated. Additionally, an inventory is updated regularly and PTA and parent donations are used to replace outdated or expired emergency supplies as needed.

Suspensions and Expulsions – This School

| Rate* | School 2008–09 | School 2009–10 | School 2010–11 |
|-------------|----------------|----------------|----------------|
| Suspensions | 0.5 | 0.005 | |
| Expulsions | 0 | 0 | |

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

Suspensions and Expulsions – District-wide

| Rate* | District 2008–09 | District 2009–10 | District 2010–11 |
|-------------|------------------|------------------|------------------|
| Suspensions | 6.5 | .0012 | |
| Expulsions | 0.1 | .06 | |

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Date of Inspection 10/03/11

The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

School Facility Good Repair Status (School Year 2011–12)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|--|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | X | | | |
| Interior: Interior Surfaces | | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | | X | | | |
| Electrical: Electrical | | X | | | Ballast/switch repairs – work orders were submitted and repairs were made. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | | X | | | |
| Safety: Fire Safety, Hazardous Materials | | X | | | |
| Structural: Structural Damage, Roofs | | X | | | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | | X | | | |
| Overall Rating | X | | | | |

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials – District-wide

| Teachers | District 2010–11 |
|--|---------------------|
| With Full Credential | 1110 |
| Without Full Credential | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 18 |

Teacher Credentials – This School

| Teachers | School 2008–09 | School 2009–10 | School 2010–11 |
|--|-------------------|-------------------|-------------------|
| With Full Credential | 29 | 25 | 29 |
| Without Full Credential | 1 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 |

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 92.86% | 7.14% |
| All Schools in District | 97.40% | 2.60% |
| High-Poverty Schools in District | 98.81% | 1.19% |
| Low-Poverty Schools in District | 96.73% | 3.27% |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2009–10 | 2010–11 | 2011–12 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

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

Note: Cells shaded in black do not require data.

VII. Curriculum and Instructional Materials

| Core Curriculum Area | Textbooks and instructional materials/year of adoption | Board Approval | Percent students lacking own assigned copy |
|--|---|----------------|--|
| Reading/Language Arts | Houghton Mifflin Reading K-6 or The Language of Literature - McDougal-Littell, Grade 6 | May 2003 | -0- |
| | Language Circle Series/Project Read/Written Expressions | May 2003 | -0- |
| | Houghton Mifflin Medallions (upgrade) – K-5 | September 2010 | -0- |
| Mathematics | Houghton Mifflin California Math – K-5 | April 2009 | -0- |
| Science | Full Option Science Systems, California Edition (FOSS) – Delta Education – K-5 | April 2008 | -0- |
| History-Social Science | History-Social Science for California – Scott Foresman – K-5 | February 2007 | -0- |
| Foreign Language | N/A | | |
| Health | Health Framework for California Public Schools - K-12 – (No textbook) | 2002 | -0- |
| Visual and Performing Arts | Visual and Performing Arts Framework for California Public Schools – K-12 (No textbook) | 2004 | -0- |
| Science Laboratory Equipment (grades 9-12) | N/A | | |

VIII. Instructional Planning and Scheduling

Professional Development – Most recent 3-years

Preservice Days in 06/07 = 5 days

Preservice Days in 07/08 = 5 days

Preservice Days in 08/09 = 4 days

Preservice Days in 09/10 = 2 days

Preservice Days in 10/11 = 0 days

In the above years, schools were either on the weekly early release/late start (PLC's) or the (8) district staff development days.

Minimum days are separate.

IX. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | | | | |
| District | | | \$5,383 | \$75,358 |
| Percent Difference – School Site and District | | | | |
| State | | | \$5,455 | \$69,207 |
| Percent Difference – School Site and State | | | | |

Note: Cells shaded in black do not require data.

Types of Supplemental and Enrichment Services Funded (Fiscal Year 2010–11)

In addition to school site budgets, our school also receives the following supplemental funding:

- **School and Library Improvement budget**
- **PTA gifts funds** - Used for a variety of programs beneficial to the children such as field trips, assemblies, after-

school programs, technology resources, and other instructional supplies.

- **Title III Federal Funding** – For English Learners

Teacher and Administrative Salaries (Fiscal Year 2009–10)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,777 | \$42,017 |
| Mid-Range Teacher Salary | \$73,744 | \$67,294 |
| Highest Teacher Salary | \$92,516 | \$86,776 |
| Average Principal Salary (Elementary) | \$110,464 | \$108,534 |
| Average Principal Salary (Middle) | \$116,201 | \$112,893 |
| Average Principal Salary (High) | \$134,469 | \$123,331 |
| Superintendent Salary | \$256,434 | \$226,417 |
| Percent of Budget for Teacher Salaries | 42.00% | 38.00% |
| Percent of Budget for Administrative Salaries | 5.00% | 5.00% |

X. Student Performance

Standardized Testing and Reporting Program

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

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The

CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 |
| English-Language Arts | 84% | 87% | 88% | 65% | 67% | 69% | 49% | 52% | 54% |
| Mathematics | 84% | 86% | 86% | 65% | 67% | 69% | 46% | 48% | 50% |
| Science | 82% | 89% | 92% | 66% | 70% | 75% | 50% | 54% | 57% |
| History-Social Science | 0% | 0% | 0% | 58% | 62% | 68% | 41% | 44% | 48% |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|----------------------------|---|-------------|---------|-------------------------|
| | English- Language Arts | Mathematics | Science | History- Social Science |
| All Students in the LEA | 69% | 69% | 75% | 68% |
| All Students at the School | 88% | 86% | 92% | 0% |
| Male | 88% | 88% | 96% | 0% |
| Female | 89% | 85% | 88% | 0% |

| | | | | |
|---|-----|-----|-----|----|
| Black or African American | 0% | 0% | 0% | 0% |
| American Indian or Alaska Native | 0% | 0% | 0% | 0% |
| Asian | 96% | 97% | 98% | 0% |
| Filipino | 0% | 0% | 0% | 0% |
| Hispanic or Latino | 78% | 75% | 91% | 0% |
| Native Hawaiian or Pacific Islander | 0% | 0% | 0% | 0% |
| White | 87% | 83% | 88% | 0% |
| Two or More Races | 85% | 88% | 0% | 0% |
| Socioeconomically Disadvantaged | 83% | 76% | 0% | 0% |
| English Learners | 77% | 73% | 0% | 0% |
| Students with Disabilities | 69% | 58% | 0% | 0% |
| Students Receiving Migrant Education Services | | | | |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

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

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 |
| English-Language Arts | | | | 66% | 67% | 75% | 52% | 54% | 59% |

| | | | | | | | | | |
|-------------|--|--|--|-----|-----|-----|-----|-----|-----|
| Mathematics | | | | 70% | 72% | 73% | 53% | 54% | 56% |
|-------------|--|--|--|-----|-----|-----|-----|-----|-----|

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 25% | 27% | 48% | 27% | 40% | 33% |
| All Students at the School | | | | | | |
| Male | | | | | | |
| Female | | | | | | |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | | | | | | |
| Native Hawaiian or Pacific Islander | | | | | | |
| White | | | | | | |
| Two or More Races | | | | | | |
| Socioeconomically Disadvantaged | | | | | | |
| English Learners | | | | | | |
| Students with Disabilities | | | | | | |
| Students Receiving Migrant Education Services | | | | | | |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 7.00% | 22.50% | 66.20% |
| 7 | 0.00% | 0.00% | 0.00% |
| 9 | 0.00% | 0.00% | 0.00% |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | 10 | 10 | 10 |
| Similar Schools | 2 | 3 | 3 |

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

| Group | Actual API Change 2008–09 | Actual API Change 2009–10 | Actual API Change 2010–11 |
|-------|------------------------------|------------------------------|------------------------------|
|-------|------------------------------|------------------------------|------------------------------|

| | | | |
|-------------------------------------|-----|---|----|
| All Students at the School | 34 | 7 | 5 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | 15 | 2 | -6 |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| White | 21 | 7 | 9 |
| Two or More Races | N/D | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | | | | |
|----------------------------------|--------------------|--------|--------------------|-----|--------------------|-------|
| | Number of Students | School | Number of Students | LEA | Number of Students | State |
| All Students at the School | 626 | 949 | 19,218 | 859 | 4,683,676 | 778 |
| Black or African American | 9 | | 347 | 809 | 317,856 | 696 |
| American Indian or Alaska Native | 2 | | 36 | 881 | 33,774 | 733 |
| Asian | 194 | 986 | 2,170 | 956 | 398,869 | 898 |
| Filipino | 10 | | 308 | 906 | 123,245 | 859 |
| Hispanic or Latino | 77 | 902 | 6,832 | 787 | 2,406,749 | 729 |

| | | | | | | |
|--|-----|-----|-------|-----|-----------|-----|
| Native Hawaiian or Pacific Islander | 2 | | 47 | 864 | 26,953 | 764 |
| White | 299 | 936 | 9,010 | 890 | 1,258,831 | 845 |
| Two or More Races | 24 | 966 | 223 | 914 | 76,766 | 836 |
| Socioeconomically Disadvantaged | 47 | 896 | 5,912 | 771 | 2,731,843 | 726 |
| English Learners | 39 | 939 | 3,643 | 746 | 1,521,844 | 707 |
| Students with Disabilities | 60 | 790 | 1,908 | 682 | 521,815 | 595 |

Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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

Federal Intervention Program (School Year 2011–12)

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

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement | | Year 1 |
| Number of Schools Currently in Program Improvement | | 6 |
| Percent of Schools Currently in Program Improvement | | 17.6% |

Note: Cells shaded in black do not require data.