

School Accountability Report Card Reported for School Year 2010-11

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

Ed-Data Partnership 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 twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2011-12)

Escuela		Distrito	
School Name	Robert J. Fite Elementary	District Name	Elk Grove Unified
Street	9561 Fite School Road	Phone Number	(916) 686-5085
City, State, Zip	Sacramento CA, 95829	Web Site	www.egusd.net
Phone Number	(916) 689-2854	Superintendent	Steven M. Ladd, Ed.D.
Principal	Elizabeth Rueda	E-mail Address	sladd@egusd.net
E-mail Address	ERueda@egusd.net	CDS Code	34673146120026

School Description and Mission Statement (School Year 2011-12)

Robert J. Fite Elementary Excellence in Education

Robert J. Fite Elementary School provides a warm, nurturing learning environment that fosters academic excellence. We strive to be an active community that promotes social responsibility, acceptance of diversity, and life-long learning. Our students feel safe and supported in setting and achieving their goals. All aspects of the school contribute to providing our students with the skills they need to be successful learners. Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential. Our success in implementing the district's mission is seen in the progress our children make. We continue to focus on meeting the needs of each child, and our staff works with parents to ensure each child's opportunity for success. Parent support and involvement continue to be important aspects of the success of Robert J. Fite Elementary. Parental support is given, recognized, and appreciated in many different ways. Some parents help plan the programs and policies, while others serve as classroom and office volunteers, plan family activities, or work on special events. Parents also support student success by providing space, time, and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family.

The safety of our students is this school's first priority and the discipline policy is strictly enforced. We emphasize respectful behavior of students with peers and adults. All adults visiting campus are required to check in through the school office. At Robert J. Fite Elementary School the atmosphere makes our students feel welcome, comfortable, and secure.

The Robert J. Fite community is committed to excellence in education. We value our children and we value their learning as "Every day is a great day to be a Fite Falcon!"

Elizabeth D. Rueda, Principal Robert J. Fite Elementary

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information about opportunities for parents to become involved with school activities.

We encourage you to become involved in your child's education. Our school has an active PTO that consistently raises money for our school through fundraising events, including our annual Harvest Carnival. Another way to get involved is through our Watch D.O.G.S. Program, and by volunteering time on campus. We have Back to School Night in the fall and Open House in the spring, in addition to parent conferences each month. For more information on parent involvement opportunities just as these, you may contact our office at 689-2854.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	73	Grade 8	0
Grade 1	72	Ungraded Elementary	0
Grade 2	89	Grade 9	0
Grade 3	78	Grade 10	0
Grade 4	90	Grade 11	0
Grade 5	91	Grade 12	0
Grade 6	84	Ungraded Secondary	0
Grade 7	0	Total Enrollment	577

Student Enrollment by SubGroup (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	8.32%	White (Not Hispanic)	26.52%
American Indian or Alaska Native	0.87%	Two or more	7.97%
Asian	27.38%	Socioeconomically Disadvantaged	47.83%
Filipino	5.55%	English Learners	15.25%
Hispanic or Latino	21.84%	Students with Disabilities	8.1%
Pacific Islander	1.56%		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	4	0	0	20	2	2	0	20.3	1	2	0
1	20.0	5	0	0	20	2	2	0	20.8	1	3	0
2	20.0	5	0	0	20	5	0	0	24.3	0	3	0
3	20.0	5	0	0	19	5	0	0	21.3	1	3	0
4	25.5	0	4	0	24	0	4	0	20.6	2	3	0
5	23.8	0	4	0	26	0	3	0	27.3	0	3	0
6	26.5	0	4	0	25	0	4	0	28	0	3	0
Other	0.0	0	0	0	0	0	0	0	0	0	0	0

III. School Climate

School Safety Plan (School Year 2011-12)

Your child's safety is important to us at Robert J. Fite Elementary School. Rules are published in the Student-Parent Handbook and enforced by all personnel. Students who demonstrate exemplary behavior are rewarded in a variety of ways. Consequences are given for misbehavior. Our School Safety Plan is reviewed annually, and was last updated in January 2012. An "Emergency Handbook," outlining a plan of action for disasters such as earthquakes, fires, floods, and chemical spills, is kept in our school office. Periodic school safety inspections are conducted. The district's Police Services Department works closely with our school site to provide a safe environment for all students.

Suspensions and Expulsions

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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	6.9	9.46	3.29	19.5	19.58	18.05
Expulsions	0.0	0.18	0.00	0.3	0.67	0.65

*El rango de las suspensiones y las expulsiones es calculada dividiendo el número total de los incidentes por el número total de la matriculación.

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Our beautiful campus was completed in August 2002. We have 37 classrooms, an outdoor stage, a library, a computer lab, and a large multipurpose room that also houses a stage. We are proud of our campus and strive to keep our school in good repair so it is clean, safe, and functional, providing an environment that is conducive to teaching and learning. Our lead custodian conducts regular inspections of the site.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The District's governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the District Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

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

Date of facilities inspection: 12/5/2011

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			NA
Interior: Interior Surfaces	x			NA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			NA
Electrical: Electrical	x			NA
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			NA
Safety: Fire Safety, Hazardous Materials	x			NA
Structural: Structural Damage, Roofs	x			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

	Exemplary	Good	Fair	Poor
Overall Summary	x			

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	31	30	23	2913
Without Full Credential	1	1	1	139
Teaching Outside Subject Area of Competence	0	1	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

This School	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	96.61%	3.39%
High-Poverty Schools in District	97.52%	2.48%
Low-Poverty Schools in District	98.39%	1.61%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

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

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2010-2011)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Core Curriculum Area Year and Month Data Collected: August 16, 2011 and September 6, 2011	Quality & Currency, and Availability of Textbooks & Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
English/Language Arts	All English/Language Arts books are provided one per student.	
Open Court Reading Program by SRA/McGraw Hill © 2002 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- Sounds & Letters Workbook, Pre-decodable book. 1st- Phonics Skills Workbook, Comprehension & ELA Skills Workbook, Decodable book, Anthology 1, Anthology 2 2 nd - Comprehension & ELA Skills Workbook, Decodable book, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2 3 rd - Comprehension & ELA Skills Workbook, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2 4 th -6 th - Comprehension & ELA Skills Workbook, Spelling & Vocabulary Skills Workbook, Anthology	No; 2002 SBE adopción
Literature & Language Arts by HRW © 2003 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition	No; 2002 SBE adopción
Literature & Language Arts by HRW © 2003 in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. . The following materials are provided one per student by grade level:	9th-12th - Student Edition	Yes
AP English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local	AP Courses: 11 th – Language of Composition ©2008,	Yes

governing Board of Education. The following materials are provided one per student by grade level:	Bedford/St. Martins 12 th – Bedford Introduction to Literature ©2008, V.H.P.S.	
Mathematics	All Math books are provided one per student.	
California Mathematics by Scott Foresman © 2001 in grades K through 6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- 6 th – Student Edition and homework workbook	No; 2002 SBE adopción
Mathematics books by multiple publishers in grades 7-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7 th -12 th - McDougal/Littell © 2001 Math-Concepts & Skills, Geometry, Geometry-Concepts & Skills; Prentice Hall © 2001 Pre-Algebra CA Edition, Algebra I CA Edition	No; 2001 SBE adopción
	9 th -12 th - McDougal/Littell © 2001 Algebra 2, Trigonometry 5 th Edition, Precalculus with Limits© 2005, Glencoe/McGraw Hill © 2006 Elementary Statistics	Yes
AP mathematics books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: McDougal Littell © 2006 Calculus 8 th Edition; VHPS © 2003, Practice of Statistics	Yes
Science	All K-12 Science books are provided one per student.	
California Science by McGraw Hill © 2008 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K – Lab Activity Book 1 st - Student Workbook 2 nd - 5 th - Student Edition, Student Workbook	Yes
Science text by Holt © 2007 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6 th – Earth Science, Student Edition, Student Interactive Reader, Workbook 7 th – Life Science, Student Edition, Student Interactive Reader, Workbook 8 th – Physical Science, Student Edition, Student Interactive Reader, Workbook	Yes
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9 th – Prentice Hall: Earth Science, © 2006 Student edition and workbook 9 th – Pearson/Globe Fearon: Concepts and Challenges in Earth Science, © 2003 Student Guided Reading and Study (supplemental for English Learners) 9 th -12 th Glencoe/McGraw Hill © 2000 Biology: Dynamics of Life; ©1999 Physics McGraw Hill, ©2000 Biochemistry; ©2005 Environmental Science, Foundations in Microbiology HRW: © 2006 Modern Biology, © 1999 Modern Chemistry Prentice Hall: © 2002 Astronomy Today, ©2000 Essentials in Geology, ©2006 Fundamentals of Anatomy & Physiology, ©2004 Criminalistics, ©2006, Biotechnology: Science for the New	Yes

	<p>Millennium including textbook, lab manual, and lab notebook.</p> <p>Delmar/Thompson Learning Agriscience: Fundamentals & Applications © 2004, Agriscience & Technology © 1998;</p> <p>Addison Wesley: ©1998 Conceptual Physics; American Society: ©1996 Recombiant DNA & Biotechnology</p>	
<p>AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses:</p> <p>Addison Wesley ©1999, Biology/Pearson; Harcourt Brace: ©2006 Chemistry & Chemical Reactivity; Wiley & Sons: ©2000 Physics, ©2003 Environmental Science</p>	Yes
History-Social Science	All 1-12 History-Social Science books are provided one per student.	
<p>California Reflections by Harcourt Brace © 2007 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K- Our World: Now and Long Ago, Student Workbook</p> <p>1st – A Child's View, Student Edition and Student Workbook</p> <p>2nd – People We Know, Student Edition and Student Workbook</p> <p>3rd – Our Community, Student Edition and Student Workbook</p> <p>4th – California: A Changing State, Student Edition and Student Workbook</p> <p>5th – The United States: Making a Nation, Student Edition and Student Workbook</p>	Yes
<p>Holt © 2006 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>6th - Ancient Civilizations, Student Edition and Interactive Reader Workbook</p> <p>7th - Medieval to Early Modern Times, Student Edition and Interactive Reader Workbook</p> <p>8th – United States History, Student Edition and Interactive Reader Workbook</p>	Yes
<p>Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>9th - Glencoe © 2008, World Geography and Cultures</p> <p>10th - McDougal Littell © 2006, Modern World History – Patterns of Interaction</p> <p>11th - HRW © 2007 American Anthem- Modern American History</p> <p>12th – Prentice/Pearson © 2006, Magruder's American Government; Prentice/Pearson © 2007, Economics – Principles in Action</p> <p>10th-12th – Glencoe © 2008 Understanding Psychology</p>	Yes
<p>AP social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses</p> <p>10th - 12th - Houghton/Mifflin © 2006 The Earth and Its Peoples – A Global History</p> <p>11th - 12th - Houghton/Mifflin © 2006 The American Pageant</p> <p>12th – Prentice/Pearson © 2008, Government in</p>	Yes

	America- People, Politics, and Policy 12 th – Thompson/Wadsworth © 2006, Comparative Politics 12 th – Mc Graw Hill © 2008, Economics AP Edition 10 th -12 th – Pearson/Allyn & Bacon © 2007, Psychology	
	Supplemental for English Learners 9 th -12 th – AGS Globe Fearon © 2002, Pacemaker – World Geography & Cultures 9 th -12 th – AGS Globe Fearon © 2008, Pacemaker – World History 9 th -12 th – AGS Globe Fearon © 2004, Pacemaker – US History 9 th -12 th – AGS Globe Fearon © 2001, Pacemaker – American Government 9 th -12 th – AGS Globe Fearon © 2001, Pacemaker – Economics	Yes
World Language	All 7-12 World language books are provided one per student.	
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	7 th -12 th Spanish I, II, & III, IV, Pearson/Prentice ©2000, Paso A Paso McDougal Littell ©2003 Abriendo puertas level 1 & 2; Heath ©1997 TuMundo & Nuestra Nundo 7 th -12 th French I, II, & III, HRW, ©2000, Allez viens!; French IV, People’s Publishing ©1999 Ensemble Gramaire, Ensemble Culture et Societe, Ensemble Literature 7 th -12 th Japanese I, II, & III, IV, Cheny & Tsui, ©2004, Adventures in Japanese 7 th -12 th German I, II, & III, IV, EMC-Paradigm, ©1998, Deutsch Aktuell	Yes
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: AP Spanish: McDougal Littell ©2003 Abriendo Puertas; EMC Publishing ©2008 A toda vela. AP French: McDougal Littell ©2001 En Bonne Forme AP Japanese: McGraw-Hill ©2004 Yookoso! AP German: McDougal Littell ©1998 Ubungsbuch Kaleidoskop	Yes
Visual and Performing Arts		
All 7 th – 12 th school textbooks are from the most recent adoption of the local governing Board of Education.	7 th -8 th : Davis ©2000 Exploring Visual Design; McGraw-Hill ©1997 Exploring Theatre 9-12 th : Glencoe ©2000 Art in Focus, ©2005 the Stage & the School, ©2005 Art Talk; Davis ©2003 Exploring Painting, ©2005 The Visual Experience, ©1995 Photographic Eye; McGraw-Hill ©2000 Make It In Clay, ©2004 Hands in Clay, ©2005 Theatrical Design & Production, Play Production Today; West ©2002 Black and	Yes

	White Photography, ©1994 Jazz Dance Today; Human Kinetic ©1997 Choreography, ©2005 A Sense of Dance; Merwetter ©1996 Playing Contemporary Scenes; Princeton ©1995 Dance – the Art of Production; Brown & Benchmark – Art Context & Criticism	
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: Thomson/Wadsworth ©2005 Gardner's Art Through the Ages; Glencoe ©2003 Music in Theory & Practice,	Yes
Health	All 9-12 Health books are provided one per student.	
All high school textbooks are from the most recent adoption of the local governing Board of Education.	9 th -12 th Glencoe, © 2004, Glencoe Health	Yes
Science Laboratory Equipment (grades 9-12)	All 9-12 students utilizing a lab have access to appropriate equipment.	

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Visual and Performing Arts	0%
Health	0%
Science Lab Equipment	0%

VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,990	\$1,666	\$5,324	\$69,277
District			\$6,826	\$66,544
Percent Difference – School Site and District			-25%	4%
State			\$5,455	\$69,207
Percent Difference – School Site and State			-2%	0%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011-12)

At our school, we have highly qualified staff to assist students with special learning needs. Our Learning Center serves special education students and at-risk learners who struggle to meet state standards. Gifted and Talented students participate in accelerated instruction within the classroom. Intervention services are provided for at-risk learners who need additional support to meet the standards.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,047	\$42,017
Mid-Range Teacher Salary	\$59,384	\$67,294
Highest Teacher Salary	\$82,031	\$86,776
Average Principal Salary (Elementary)	\$110,369	\$108,534
Average Principal Salary (Middle)	\$110,319	\$112,893
Average Principal Salary (High)	\$121,593	\$123,331
Superintendent Salary	\$255,030	\$226,417
Percent of Budget for Teacher Salaries	44.00%	38.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. 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	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	58	57	58	55	56	57	49	52	54
Mathematics	64	64	66	51	52	53	46	48	50
Science	53	57	71	53	57	60	50	54	57
History-Social Science	0	0	0	47	50	54	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	57	53	60	54
All Students in the School	58	66	71	0
Male	52	64	75	0
Female	66	67	63	0
African American	39	46	0	0
American Indian or Alaska Native	0	0	0	0
Asian	74	85	81	0
Filipino	88	71	0	0
Hispanic or Latino	35	52	56	0
Pacific Islander	0	0	0	0
White (not Hispanic)	57	63	71	0
Two or More Races	75	74	0	0
Economically Disadvantaged	49	60	53	0
English Learners	30	49	0	0
Students with Disabilities	22	25	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 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/tg/pf/>.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.2	25	41.7
7	0	0	0
9	0	0	0

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	7	7	7
Similar Schools	8	8	6

API Changes by Student Group – Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	10	3	3
African American			
American Indian or Alaska Native			
Asian	37	12	34
Filipino			
Hispanic or Latino	-11	4	-18
Pacific Islander			
White (not Hispanic)	-6	-10	-3
Two or More Races			
Socioeconomically Disadvantaged	3	18	-9
English Learners		-2	8
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 2010 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	414	834	45259	800	4683676	778
African American	42	740	7177	701	317856	696
American Indian or Alaska Native	2		210	731	33774	733
Asian	107	897	9661	849	398869	898
Filipino	22	924	2385	865	123245	859
Hispanic or Latino	89	763	11375	754	2406749	729
Pacific Islander	4		809	774	26953	764
White (not Hispanic)	107	821	10990	852	1258831	845

Two or More Races	33	897	2429	826	76766	836
Socioeconomically Disadvantaged	211	795	24931	747	2731843	726
English Learners	114	800	11458	746	1521844	707
Students with Disabilities	40	639	4928	583	521815	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)

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
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
API	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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2009-2010
Year in Program Improvement	NA	Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		18.2

XII. Instructional Planning and Scheduling

Professional Development

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

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. Through our District's Trainer of Trainers program, three times per year a team of teachers attend training on best teaching practices and return to the site and share the information they learned with the staff. In addition, teachers participate in Saturday Seminars and other professional development opportunities. Our teachers have also taken part in a district math professional development program for teachers of grades 3-7, which is intended to increase students' conceptual understanding of mathematics. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities. New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms. Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

	2008-2009	2009-2010	2010-2011
School Days Dedicated to Staff Development	0	0	2