



McFadden Intermediate School

2701 South Raitt • Santa Ana, CA 92704-5599 • (714) 435-3700 • Grades 6-8
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2011-12 School Accountability Report Card Published During the 2012-13 School Year



Santa Ana Unified School District

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School Description

McFadden Intermediate is located at the corner of W. Adams Street and S. Raitt Street.

The academic emphasis at McFadden is on achieving proficiency on the California Content Standards in English language arts, mathematics, science and social studies. Students follow a six period schedule which allows students to have one period of an elective class. Several classes of Intensive Intervention for English language arts are also provided, allowing these students to have a period of ELA instruction support. Students who need a second period of Algebra support in order to better master the grade-level math standards receive this on a daily basis through a math elective class.

The master schedule is organized so that the majority of teachers who teach the same subject(s) have the same preparatory period. This allows for professional collaboration on a daily basis. Teachers are strongly encouraged to use this time to develop common lesson plans, review student achievement data, and share instructional strategies that are effective with middle school students. Upon completion of the eighth grade, students are expected to be able to successfully read for understanding and perform mathematical operations that include a mastery of algebraic computations. Students will also be prepared with 21st Century Skills to be college and career ready as individuals and be contributing and productive members of an ever-changing school, family, community, and society.

McFadden Intermediate School also has a strong visual and performing arts program. Students are given the opportunity to explore and participate in art, choir, band, or orchestra. The school's performing arts facilities feature both indoor and outdoor stages as well as a dance studio which is used in PE classes and after school. Students share their talents at school and community-based events. McFadden Intermediate also offers the only Dual Language Academy for intermediate schools in the Santa Ana Unified School District. Our DLA students participate in a zero period physical education class so that they are able to take an extra elective on top of their rigorous Spanish Literature elective.

A variety of instructional programs are provided for students outside of the school day. Approximately 135 students attend the after school program provided by THINK Together. Approximately 700 students participate yearly in a variety of intramural athletic activities. Seventh and eighth grade students can also attend the Saturday Academy of Mathematics which is an eight-week enrichment program offered. Students can also make up days of absence by attending the Saturday Attendance Recovery Program which is offered monthly. Approximately 40 eighth grade Algebra I students meet every Monday with volunteers from the Rocket Science Tutors, a community-based group of aerospace engineers who work with these students in the areas of engineering, algebra, and physical science.

District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently servicing over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district currently operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of approximately 77.8% enrolled in the Free or Reduced Price Meal program, 51.3% qualifying for English language learner support, and approximately 9.0% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools and Governor's Higher Expectations awards in honor of their outstanding school programs. Over 25 schools have received the Golden Bell Award.

Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

Opportunities for Parental Involvement

Parents are encouraged to get involved in McFadden Intermediate School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom and during school events. Parents are always invited to help chaperone field trips. McFadden Intermediate School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. These may include:

- Back to School Night
- Open House
- Student performances
- Fundraisers
- Music/choir and/or theatre performances
- Science fairs
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Parent/Student Orientation events

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- English Language Advisory Council (ELAC)
- Monthly parent meetings

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 435-3700.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- Edulinks Computerized Phone System
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations
- Parent Conferences

About the SARC

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. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (714) 435-3700.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	446
Gr. 7	518
Gr. 8	449
Total	1,413

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0
Asian	3
Filipino	0.4
Hispanic or Latino	92.9
Native Hawaiian/Pacific Islander	0.2
White	2.4
Two or More Races	0.1
Socioeconomically Disadvantaged	86.9
English Learners	43.7
Students with Disabilities	12.4

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
	10	11	12	1-20			21-32			33+		
	10	11	12	10	11	12	10	11	12	10	11	12
English	23.27	29.8	31.8	130	18	11	61	19	12	101	35	36
Math	26.91	26.2	30.1	29	17	8	28	5	8	24	21	19
Science	28.18	32.7	31.9	16	5	5	41	8	3	19	14	20
SS	30.03	34.7	30.9	12	3	4	33	4	13	25	19	13

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	13.63	14.37	19.42
Expulsions Rate	0.93	0.51	0.42
District	09-10	10-11	11-12
Suspensions Rate	12.11	10.14	14.5
Expulsions Rate	0.34	0.25	0.51

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2011-2012 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
 - Description of any planned or recently completed facility improvements
 - The year and month in which the data were collected
 - Description of any needed maintenance to ensure good repair
-

Year and month in which data were collected: 7/2001

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

The most recent facilities inspection at McFadden Intermediate School took place on 7/2001. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
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]	[]	Baseboard in hallway in room Asst. Principal's office, room 9 so, 36, hallway, Boys P.E. room. Service Call # 201339 Carpet Repair in room 37, 51. Service Call # 201354 Cracked shower floors in Girls P.E. room. Service Call # 201357 Window in room 36. Service Call # 201353
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	Electrical outlet in room 2 Work order submitted. Electrical outlet missing in library. Service Call # 201340 Ballast out emergency light in weight room. Service Call # 201339
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]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	50	54	49
Without Full Credential	0	1	2
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	2,013
Without Full Credential	♦	♦	81

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California State Content Standards and Frameworks. Staff development efforts are identified based upon student assessment results, NCLB requirements, teacher input, state content standards, and professional development surveys.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency as well as focusing on the Common Core State Standards. During the 2011 - 2012 school year, our school sponsored the equivalent of 2.5 days of staff development which focused on engaging students in their learning, analyzing student achievement data, using technology to enhance student achievement, and developing rigorous, standards-based lessons. Beyond the 2.5 school-sponsored days, there were multiple opportunities for teachers to attend workshops which were provided by both District and school staff. In addition, the Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer. They focus on curriculum, teaching strategies, and methodologies. During the 2011 - 2012 school year, District training opportunities focused on the following:

- English Language Arts
- AP Training (Advanced Placement)
- SDAIE Training (Specially Designed Academic Instruction In English)
- Developing common assessments
- GLAD strategies
- Technology Training
- Working with Parents
- GATE Training (Gifted And Talented Education)
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Thinking Maps
- SIOP Model (Sheltered Instruction Observation Protocol)

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The BTSA Induction Program (Beginning Teacher Support and Assistance) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. Additionally, monthly meetings were held with new teachers and the principal in order to create a spirit of collegiality and support.

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

Core Academic Classes Taught by Highly Qualified Teachers

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* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.16	0.84
Districtwide		
All Schools	99.72	0.28
High-Poverty Schools	99.72	0.28
Low-Poverty Schools	0	0

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Social/Behavioral or Career Development Counselor	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	700

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,873	\$2,184	\$3,688	\$79,895
District	♦	♦	\$4,101	\$80,860
State	♦	♦	\$5,455	\$68,835
Percent Difference: School Site/District			-10.1%	-1.2%
Percent Difference: School Site/ State			-32.4%	16.1%

* **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 webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at 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: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,660	\$41,455
Mid-Range Teacher Salary	\$74,308	\$66,043
Highest Teacher Salary	\$94,284	\$85,397
Average Principal Salary (ES)	\$112,475	\$106,714
Average Principal Salary (MS)	\$112,695	\$111,101
Average Principal Salary (HS)	\$124,829	\$121,754
Superintendent Salary	\$241,718	\$223,357
Percent of District Budget		
Teacher Salaries	41%	39%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general fund state funding, Santa Ana Unified School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the District received approximately \$3,769 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Bilingual Education
- Beginning Teacher & Support (BTSA)
- California Child Nutrition Education
- Carl Perkins
- Class Size Reduction
- Comprehensive School Reform
- Drug Free Schools
- Even Start Family Literacy
- Gifted & Talented Education
- Head Start
- Instructional Materials
- Migrant Education
- Peer Assistance & Review
- Regional Occupational Program
- Safe Schools and Healthy Students
- Special Education
- Title I, II, III, IV, & VII
- Vocational Education
- Reading First

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 9, 2012

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On October 9, 2012, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No 12/13-2940 which certifies as required by Education Code §60119 that for the 2012-2013 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year Adopted	Intermediate School Textbook Publisher	Grades
Mathematics		
2008	CGP Education, <i>California Mathematics</i>	6
2008	CGP Education, <i>California Mathematics</i>	7
2008	Holt, Rinehart, Winston, <i>Holt California Algebra Readiness</i>	8
2008	College Preparatory Mathematics, <i>California Algebra Connections</i>	8
Language Arts		
2009	Hampton Brown, <i>Inside Language (A-G)</i>	6-8
2002	Holt, Rinehart, Winston	6-8
Science(s)		

Year Adopted	Intermediate School Textbook Publisher	Grades
2007	Holt, Rinehart, Winston, <i>Earth Science</i>	6
2007	Holt, Rinehart, Winston, <i>Life Science</i>	7
2007	Holt, Rinehart, Winston, <i>Physical</i>	8
Social Science		
2006	Pearson/Prentice-Hall, <i>Ancient Civilization</i>	6
2006	Pearson/Prentice-Hall, <i>Medieval & Early Modern Times</i>	7
2006	Glencoe/McGraw Hill, <i>Discovering our past: The American Journey to WWI</i>	8

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.

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 (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) 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 star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	37	37	41	40	43	45	52	54	56
Math	37	42	53	43	47	48	48	50	51
Science	43	53	58	40	44	48	54	57	60
H-SS	36	33	36	34	37	40	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	45	48	48	40
All Student at the School	41	53	58	36
Male	41	53	57	37
Female	41	53	59	36
Black or African American	50	46		
American Indian or Alaska Native				
Asian	51	80	73	50
Filipino				
Hispanic or Latino	40	51	57	35
Native Hawaiian/Pacific Islander				
White	59	77	75	47
Two or More Races				
Socioeconomically Disadvantaged	40	52	57	36
English Learners	15	34	30	14
Students with Disabilities	27	34	31	5
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

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 webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.5	20.7	24.4

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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.

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 webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	13	-2	30
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	1	28
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	18	-4	32
English Learners	8	7	33
Students with Disabilities	42	28	15

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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	3	3	2
Similar Schools	8	8	5

Federal Intervention Program (School Year 2012-13)

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 webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	41	
Percent of Schools Currently in Program Improvement	68.3	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	1,324	38,884	4,664,264
	API-G	741	754	788
Black or African American	Students	14	158	313,201
	API-G	761	803	710
American Indian or Alaska Native	Students	0	29	31,606
	API-G		755	742
Asian	Students	40	936	404,670
	API-G	839	902	905
Filipino	Students	6	86	124,824
	API-G		867	869
Hispanic or Latino	Students	1,229	37,095	2,425,230
	API-G	734	748	740
Native Hawaiian/Pacific Islander	Students	3	40	26,563
	API-G		767	775
White	Students	30	421	1,221,860
	API-G	836	855	853
Two or More Races	Students	2	111	88,428
	API-G		850	849
Socioeconomically Disadvantaged	Students	1,215	36,094	2,779,680
	API-G	736	748	737
English Learners	Students	914	29,055	1,530,297
	API-G	705	719	716
Students with Disabilities	Students	181	3,982	530,935
	API-G	535	604	607

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)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

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	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes