



# Davis Elementary School

1405 French St. • Santa Ana, CA 92701 • (714) 564-2200

Marjorie Cochran, Principal

marjorie.cochran@sausd.us

## 2010-11 School Accountability Report Card Published During the 2011-12 School Year



### Santa Ana Unified School District

1601 East Chestnut Avenue  
Santa Ana, CA 92701-6322  
(714) 558-5501  
[www.sausd.us](http://www.sausd.us)

### Board of Trustees

Rob Richardson, President  
José Alfredo Hernández, J.D., Vice President  
Audrey Yamagata-Noji, Ph.D., Clerk  
John Palacio, Member  
Roman A. Reyna, Member

### District Administration

Thelma Meléndez de Santa Ana, Ph.D.  
Superintendent

Cathie Olsky, Ed.D.  
Deputy Superintendent

Michael P. Bishop, Sr. (CBO)  
Deputy Superintendent, Operations

Juan M. López  
Associate Superintendent, Human Resources

Herman Mendez  
Assistant Superintendent,  
Elementary Education

Dawn Miller  
Assistant Superintendent,  
Secondary Education

Doreen Lohnes  
Assistant Superintendent, Support Services

Joe Dixon  
Assistant Superintendent,  
Facilities/Governmental Relations

Chad Hammitt  
Assistant Superintendent, Personnel Services



### School Description and Mission Statement

Wallace R. Davis Elementary School ("Davis Elementary") is located at the corner of French Street and East 14th Street.

#### School Vision

Davis Elementary is a school where all stakeholders emphasize respect, responsibility and rights as the pathway to high academic achievement, unlocking each individual's maximum potential and developing the leaders of the future.

#### School Mission

The school mission of Davis Elementary School is to foster high academic achievement and social responsibility in all students by providing a rigorous and enriched curriculum/instruction designed to help all students meet the state academic standards. We also encourage strong language and literacy development to be used as a powerful, lifelong tool and promote and incorporate the valuable resources available from parents and the community to provide abundant and varied learning opportunities for students, their families and the school staff. We acknowledge and honor each persons' unique talents, abilities, and potential to make important, positive contributions to the school and society.

#### School Mission: Student Version

At Davis, we are a safe and supportive community of learners who are honest, make effort, achieve, are respectful, and take responsibility.

### 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 89.4% enrolled in the Free or Reduced Price Meal program, 56.7% qualifying for English language learner support, and approximately 11.0% 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

The Santa Ana Unified School District is dedicated to high academic achievement, in a scholarly and supportive environment, ensuring that all students are prepared to accomplish their goals in life.

## District Vision

The Santa Ana Unified School District is recognized as one of the leading American urban school districts, notable for the achievement of its students, the quality of its teachers, support staff, and administrators, the engagement of its community, the clarity of its strategies, and the effectiveness and efficiency of its systems. The District is on the cutting edge of equipping all students to succeed in their life goals, in American society, and in the free-market economy.

## Opportunities for Parental Involvement

Parents are encouraged to get involved in Davis Elementary 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 library and/or media center on special days. Parents are always invited to help chaperone field trips. Davis Elementary 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
  - GRIP II Greeter Program
  - Music/choir and/or theatre performances
  - Volunteer Program
  - Sports events
  - Promotion activities
  - Student recognition assemblies
  - Parent education training and/or workshops

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
- Parent Teacher Association (PTA)

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 564-2200.

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:

- XTEND or Tell-A-Parent 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

## 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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
K	124
1	151
2	115
3	130
4	121
5	123
<b>Total Enrollment</b>	<b>764</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	0
Black or African American	0.1
English Learners	87
Filipino	0
Hispanic or Latino	99.1
Native Hawaiian/Pacific Islander	0
Socioeconomically Disadvantaged	75.8
Students with Disabilities	7.1
Two or More Races	0.1
White	0.3

Average Class Size and Class Size Distribution (Elementary)				
Grade Level	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
<b>2010-2011</b>				
K	30.8	0	4	0
1	25.2	0	6	0
2	23	1	4	0
3	26	0	5	0
4	27.3	0	4	0
5	27	0	4	0
<b>2009-2010</b>				
K	31.69	0	0	0
1	22.51	0	0	0
2	22.51	0	0	0
3	23.6	0	0	0
4	27	0	0	0
5	26.63	0	0	0
Other	26.19	0	0	0
<b>2008-2009</b>				
K	30.8	0	4	0
1	19.9	6	1	0
2	19.6	7	0	0
3	19.8	6	0	0
4	29	0	3	0
5	26.5	0	4	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## School Facilities

### School Facility Conditions and Planned Improvements

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

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 Davis Elementary School 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 day custodian inspects 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 and administrators check restrooms throughout the 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.

## School Climate

### 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 for Davis Elementary School 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 2010-2011 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

Suspensions and Expulsions						
Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	0.28	3.14	0.1	12.11	10.14
Expulsions	0.14	0	0	0.21	0.34	0.25

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

The most recent facilities inspection at Davis Elementary School took place on 6/2011. 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**

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)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	[ ]	Torn carpet SC issued in Classroom 11: Service Call #177686 Wall repair in Classroom 20, 24: Service Call #177698 Torn carpet SC issued in Classroom 22: Service Call #177695
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	Floor electrical cover plate broken in Classroom K3: Service Call #177698, 177701
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	[ ]	Drinking fountain with rust problem in Classroom 11: Service Call #177686 Drinking fountain low pressure in Classroom K3: Service Call #177698, 177701 Nurses restroom fan does not turn: Service Call #177697
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

**Teachers**

Teacher Credentials			
School	2008-09	2009-10	2010-11
With Full Credential	36	33	32
Without Full Credential	0	0	0
Outside Subject Area of Competence	0	0	0
District	2008-09	2009-10	2010-11
With Full Credential	---	---	2,417
Without Full Credential	---	---	25

Teacher Misassignments			
Indicator	2008-09	2009-10	2010-11
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.
- \*\* "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

## Instructional Planning and Scheduling

### 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. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and 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. During the 2010-11 school year, our school sponsored three days of staff development. Staff training topics at the individual school sites may have included: Open Court, Frontloading, Thinking Maps, Guided Language Acquisition Design, effective teaching strategies from Marzano, et al., Strategic Schooling strategies, effective grading practices, etc.

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 and generally focus on curriculum, teaching strategies, and methodologies. During the 2010-11 school year, district training opportunities focused on the following:

At the Elementary Level -

- Open Court Curriculum
- GLAD Training (Guided Language Acquisition Design)
- SDAIE Training (Specially Designed Academic Instruction In English)
- CTAP Technology Training (California Technology Assistance Project)
- Student Engagement
- Differentiated Instruction
- Frontloading
- Gifted and Talented Education
- Working with Parents
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Thinking Maps
- Write from the Beginning
- Benchmark Assessments in Language Arts and Math
- Strategic Schooling (Dennis Parker)
- Children of Poverty
- Technology Integration

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. More information about the BTSA Induction Program is available at <http://www.sausd.us/14431028114350867/site/default.asp>

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: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
<b>This School</b>	100	0
<b>District</b>		
<b>All Schools</b>	100	0
<b>High-Poverty Schools</b>	100	0
<b>Low-Poverty Schools</b>	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.

## Support Staff

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or		---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff		---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing	0	---
Resource Specialist (non-	0	---
Other	0	---

\* 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.

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials

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:

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 11, 2011, 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 11/12-2900 which certifies as required by Education Code §60119 that for the 2011-2012 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	Elementary School Textbook Publisher	Grades
<b>Mathematics</b>		
2008	Saxon Publishers <i>Saxon Math</i>	K-5
2008	Houghton-Mifflin	K-5
<b>Language Arts</b>		
2002	SRA/McGraw Hill <i>Open Court Reading</i>	K-5
2009	Sopris West Language!	4-5
<b>Science(s)</b>		
2008	MacMillan/ McGraw Hill California Science	K-5
<b>Social Science</b>		
2007	Scotts Foresman	K-5

## Data and Access

### DataQuest

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

### 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.

### 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.

## School Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$63,694	\$975	\$62,719	\$91,398
District	---	---	\$5,070	\$76,886
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and District			1137.0%	14.4%
Percent Difference: School Site and State			1049.7%	35.1%

\* **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 <http://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 <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

In addition to general fund state funding, Santa Ana Unified School District receives state and federal categorical funding for special programs. For the 2010-11 school year, the District received approximately \$3,725 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

### Average Teacher and Administrative Salaries (FY 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher	\$48,083	\$42,017
Mid-Range Teacher	\$73,427	\$67,294
Highest Teacher	\$93,166	\$86,776
Average Principal (ES)	\$113,655	\$108,534
Average Principal (MS)	\$112,895	\$112,893
Average Principal (HS)	\$123,596	\$123,331
Superintendent	\$241,718	\$226,417

  

Percent of District Budget (FY 2009-10)		
Teacher Salaries	43%	38%
Administrative Salaries	4%	5%

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

## Student Performance

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>.

**STAR Results for All Students - Three-Year Comparison**

Subject	2008-09	2009-10	2010-11
<b>STAR Results for All Students - School</b>			
English-Language Arts	26	33	36
Mathematics	50	55	64
Science	37	39	22
History-Social Science	0	0	0
<b>STAR Results for All Students - District</b>			
English-Language Arts	37	40	43
Mathematics	39	43	47
Science	37	40	44
History-Social Science	31	34	37
<b>STAR Results for All Students - State</b>			
English-Language Arts	49	52	54
Mathematics	46	48	50
Science	50	54	57
History-Social Science	41	44	48

\* 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.

**STAR 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	43	47	44	37
All Student at the School	36	64	22	0
Male	38	67	32	0
Female	34	62	16	0
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian				
Filipino				
Hispanic or Latino	35	64	21	0
Native Hawaiian/Pacific Islander				
White	0	0	0	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	34	63	20	0
English Learners	30	60	16	0
Students with Disabilities	33	62	0	0
Students Receiving Migrant Education Services	0	0	0	0

\* 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

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 <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six	Five of Six	Six of Six
5	25.4	22	9.3

\* 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.

### 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 webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

#### API 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					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	453	757	39,697	740	4,683,676	778
Black or African American	1		169	779	317,856	696
American Indian or Alaska Native	1		12	747	33,774	733
Asian	0		948	890	398,869	898
Filipino	0		83	872	123,245	859
Hispanic or Latino	449	756	37,822	734	2,406,749	729
Native Hawaiian/Pacific Islander	0		42	816	26,953	764
White	1		490	836	1,258,831	845
Two or More Races	1		105	876	76,766	836
Socioeconomically Disadvantaged	379		34,819	732	2,731,843	726
English Learners	425	756	29,939	708	1,521,844	707
Students with Disabilities	44	688	3,970	584	521,815	595

### 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	1	2	2
Similar Schools	3	5	6

### API Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	46	34	17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	47	34	16
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	46	36	
English Learners	44	37	20
Students with Disabilities			

\* "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.

#### 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, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

#### Adequate Yearly Progress Overall and by 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
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

#### Federal Intervention Program

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](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	43	
Percent of Schools Currently in Program Improvement	71.7	