



Jefferson Elementary School

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



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School Description and Mission Statement

Thomas Jefferson Elementary School is an inner city neighborhood school within the Santa Ana USD, and located in the Southern most end of Central Orange County, in California.

Jefferson Elementary's boundaries are extended to include two surrounding neighborhoods. These extensions cover the areas that surround two fundamental school sites, that only accept students by lottery. A little over one third of Jefferson's population (320 students) come from these nearby neighborhoods, filled with single-family homes, apartments and trailer courts. These students are transported by bus to Jefferson, as many of them reside up to two miles from the campus. Another third of Jefferson's population (334 students) come from the school's surrounding single-family homes and apartments. The remaining student population (312 students) come from neighborhoods belonging to other schools and other cities, and enroll as inter- or intra-district transfers, to attend the K-5 English/Spanish Dual Immersion Program.

Jefferson is one of the four schools in Santa Ana that offers kindergarten through sixth grade. Santa Ana USD has a total of 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, 5 charter schools, and one special school, for a total of 61 schools serving over 58,000 students.

In addition, Jefferson Elementary is one of the four District schools that offer a K-5 Dual Immersion program, along with King Elementary, Lowell Elementary, and Pío Pico Elementary. Jefferson is the only school utilizing the 90/10 Dual Immersion model.

Jefferson Elementary's K-5 Dual Language Immersion program is a unique opportunity that brings together Spanish and English speaking students in an effort to develop full bilingualism in both groups. The Dual Immersion program celebrated its 10-year anniversary during the 2009-2010 school year. Enrollment is open to kindergarten and first grade students residing within the district's attendance boundaries and to students outside of the district, with permission from their neighborhood district. Participating students acquire knowledge in all academic subjects to either meet or exceed academic standards established by the state. Beginning in kindergarten, students receive 90% of instruction in Spanish and 10% in English. When students begin their fifth grade year, 50% of instruction is provided in English and 50% is offered in Spanish. For more information about the Dual Immersion program, please visit our school office or visit the school's website.

Jefferson staff strive to instill in each student a sense of responsibility, scholarly pride, and a positive self-image by building an effective home-school partnership. Parents are encouraged to be active participants in their child's educational success. Parents are asked to volunteer at least 6 hours throughout the school year, by choosing to participate as committee members, volunteer in their children's classrooms, or participate in and attend schoolwide activities. We believe that parent involvement is critical to the overall success of each child. Parent involvement is highly valued and encouraged here at Jefferson.

In all of our comprehensive programs, Thomas Jefferson Elementary maintains a commitment to provide a strong instructional program. Teachers, staff, and administration adhere to the principles of putting students first, creating success for all students, and building scholars, one student at a time.

School Mission

Jefferson Elementary's mission is to create students who are successful lifelong learners who will contribute positively to the community. Staff will provide a high quality standards-based instructional program to meet the academic, social, psychological, and physical needs of all students. Staff, parents and the school community together will provide quality learning opportunities to promote achievement for all students in a rich academic environment that is safe and supportive.

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 Jefferson Elementary School's learning community by volunteering their time, attending school events, or sharing in the decision-making process.

Parent Volunteers

As volunteers, Jefferson parents assist in the classrooms, help in the library, serve as chaperones on field trips, help coordinate class and schoolwide events, give presentations on careers and hobbies, publish a newsletter, and hold parent workshops. Call the office at (714) 431-3800 for information on how you can fill out a volunteer form, so we can call you for special events throughout the year.

Attendance at School Events

Jefferson Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. Parents attend parent/teacher conferences, Back-to-School Night, and Open House. We also have parents who coordinate afterschool enrichment programs. ; 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
- Decision Making Parent Groups
- The School Site Council (SSC), English Language Advisory Committee (ELAC), and the Parent Teacher Organization (PTO) include parent members and meet monthly. The SSC and ELAC monitor the school budget and the School Improvement Plan. The PTO's fund-raising events have helped fund our risers, PE equipment, Fifth Grade Outdoor Science Camp and several field trips.

Home to School Communication

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
- 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	143
1	189
2	145
3	136
4	122
5	162
6	64
Total Enrollment	961

Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	0
Asian	4
Black or African American	0.6
English Learners	65.9
Filipino	1.4
Hispanic or Latino	88.3
Native Hawaiian/Pacific Islander	0
Socioeconomically Disadvantaged	77.9
Students with Disabilities	7.3
Two or More Races	0.5
White	5.2

Average Class Size and Class Size Distribution (Elementary)				
Grade Level	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2010-2011				
K	27.8	0	5	0
1	22.8	2	4	0
2	21.8	2	4	0
3	26.6	1	4	0
4	30	1	0	3
5	30.8	1	2	3
6	18.5	1	1	0
2009-2010				
K	26.46	0	1	0
1	23.05	0	0	0
2	24.61	0	0	0
3	27.88	0	0	0
4	31.21	0	0	2
5	30.09	0	0	0
6	0	0	0	0
Other	33.71	0	0	0
2008-2009				
K	29	0	3	2
1	18.6	7	1	0
2	17.4	8	0	0
3	19.9	4	3	0
4	31	0	1	2
5	32.8	0	1	4
6	0	0	0	0

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

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 Jefferson 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	0.11	0.21	0.1	12.11	10.14
Expulsions	0	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).

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 Jefferson 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.

The most recent facilities inspection at Jefferson 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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Missing Fire Extinguisher in Library, Staff Lounge, P 36: Service Call #178915

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	West side bottom skirt rotten needs repair Area P 39: Service Call #178915
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

Teachers

Teacher Credentials			
School	2008-09	2009-10	2010-11
With Full Credential	44	41	37
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, No Child Left Behind (NCLB) requirements, teacher input, state content standards, and professional development surveys. All of Jefferson's teachers are fully credentialed and are considered highly qualified as measured by the NCLB law requirements. The average number of years of teaching experience at Jefferson Elementary is 18.8 years.

All staff development activities in the Santa Ana Unified School District are focused on increasing student learning and proficiency. We dedicated two and one half days of professional development each year, and one hour every Wednesday to this training. Staff members also have regular opportunities for collaboration. This year we will continue to learn to use a teaching strategy called Thinking Maps, which will help our students use visual teaching tools to organize the eight fundamental thinking processes, and Sheltered Instruction Observation Protocol (SIOP) which will help our English Learners understand the regular curriculum by focusing on the language of a lesson before introducing the content. In addition, we worked collaboratively with Data Analysis Teams. Below is a brief list of our staff development workshops:

- Using Thinking Maps with Students to Promote Critical Thinking
- Sheltered Instruction Observation Protocol
- Accelerated Reader
- MIND Institute's "Jiji" Math Program
- RtI Program Implementation

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)
- Differentiated Instruction
- Frontloading
- Gifted and Talented Education
- Working with Parents
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Thinking Maps
- Benchmark Assessments in Language Arts and Math
- Response to Intervention Strategies
- MIND Institute for Math Intervention

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The BTSIA 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 BTSIA 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.

Teachers are supported during implementation of research-based strategies through weekly in-class formal and informal observations and administrator feedback, as well as Teacher/Administrator Chats which occur three times each year. Teachers also meet every other week in collaborative grade level meetings to discuss implementation of target content strategies, target students working below grade level, and grade level assessment results.

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
This School	100	0
District		
All Schools	100	0
High-Poverty Schools	100	0
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.

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	0	---
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.

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.

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
Mathematics		
2008	Saxon Publishers <i>Saxon Math</i>	K-5
2008	Houghton-Mifflin	K-5
Language Arts		
2002	SRA/McGraw Hill <i>Open Court Reading</i>	K-5
2009	Sopris West Language!	4-5
Science(s)		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
2007	Scotts Foresman	K-5

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	\$5,546	\$1,385	\$4,162	\$83,658
District	---	---	\$5,070	\$76,886
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and District			-17.9%	4.7%
Percent Difference: School Site and State			-23.7%	23.6%

* **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
STAR Results for All Students - School			
English-Language Arts	37	41	45
Mathematics	48	55	59
Science	37	40	35
History-Social Science	0	0	0
STAR Results for All Students - District			
English-Language Arts	37	40	43
Mathematics	39	43	47
Science	37	40	44
History-Social Science	31	34	37
STAR Results for All Students - State			
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	45	59	35	0
Male	40	59	33	0
Female	51	58	38	0
Black or African American	0	0	0	0
American Indian or Alaska Native				
Asian	52	76	0	0
Filipino	64	64	0	0
Hispanic or Latino	43	57	35	0
Native Hawaiian/Pacific Islander				
White	71	81	0	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	42	56	31	0
English Learners	34	51	14	0
Students with Disabilities	48	52	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	22.8	23.4	22.8

* 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/>.

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	3	3	4
Similar Schools	3	4	6

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	580	777	39,697	740	4,683,676	778
Black or African American	5		169	779	317,856	696
American Indian or Alaska Native	0		12	747	33,774	733
Asian	26	821	948	890	398,869	898
Filipino	11	848	83	872	123,245	859
Hispanic or Latino	516	768	37,822	734	2,406,749	729
Native Hawaiian/Pacific Islander	0		42	816	26,953	764
White	20	865	490	836	1,258,831	845
Two or More Races	2		105	876	76,766	836
Socioeconomically Disadvantaged	494	764	34,819	732	2,731,843	726
English Learners	426	758	29,939	708	1,521,844	707
Students with Disabilities	41	691	3,970	584	521,815	595

API Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	21	24	7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	24	23	9
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	17	22	9
English Learners	18	26	6
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.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		43
Percent of Schools Currently in Program Improvement		71.7