# School Accountability Report Card

A Profile For The Community

## GOLDEN HILL ELEMENTARY SCHOOL

Susan Fendell, Principal

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***Learning for a Lifetime*** ***2001-02 School Year***

### *A Message from the Principal*

Golden Hill Elementary School is a school where the entire school and community works cooperatively to encourage maximum academic, social, emotional, and physical growth for each student. Our mission is to promote a caring, safe environment in which all students can learn and grow to become cooperative, confident and productive citizens. The School Accountability Report Card is a summary report of a variety of areas in our educational program. If you would like additional information on any of these areas, please feel free to call me at Golden Hill Elementary School.

### *School Description*

Golden Hill Elementary School is located in the northern section of Fullerton, one of 19 school sites in the Fullerton School District. In the 2001-02 school year the enrollment at Golden Hill as reported on California Basic Educational Data Systems (CBEDS) was 686. The ethnic breakdown of the student body is 60.5% White, 30.2% Hispanic, 6.7% Asian, .7% Filipino, 1.3% African American, .1% Pacific Islander and .4% American Indian.

In addition to ethnic diversity, the student body at Golden Hill Elementary School has 159 students whose English proficiency is limited. These students speak nine different languages, with Spanish representing the largest language group.

### *Opportunities for Parent Involvement*

Parents who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office.

### *Teacher Assignments*

The State Department of Education requires all teachers to have a completed Bachelors degree plus 30 additional units of credit to be certificated to teach in California public schools. Teaching assignments are made by the school principal. All Golden Hill Elementary School's teachers are appropriately credentialed as indicated by the chart below. Specialized credentials include: Special Education and English Language Development.

| | 2000 | 2001 | 2002 |
|---|---|---|---|
| **Credentialed Teachers** | 28 | 27 | 30 |
| **Emergency Credentials or Waiver** | 1 | 2 | 0 |
| **Outside Subject Area** | 0 | 0 | 0 |
| **Masters Degree or Higher** | 4 | 4 | 6 |
| **Specialized Credentials** | 2 | 12 | 16 |

### *Substitute Teachers*

The school district maintains a list of qualified substitute teachers. Three hundred and fifty substitutes were on the 2001-02 district substitute list.

During the 2001-02 school year Golden Hill Elementary School was able to obtain substitute teachers on all days needed.

### *District Expenditures*

In 2001-02, the district spent an average of $6,372.86 per student. In 2001-02, the district received $1,826,680 in lottery funds which represent 2% of the General Fund income for the year. Program expenditure data are for 2001-02. School-Based Coordinated Program (SBCP) is a combination of state allocated funds to support academic achievement for students. SBCP funds offer Golden Hill Elementary School the flexibility to serve all students.

| Programs | No. of Pupils | Funds |
|---|---|---|
| **School-Based Coordinated Program** | 686 | $138,706 |
| **Gifted & Talented Education (GATE)** | 79 | $3,160 |

## *Class Size and Class Size Reduction*

At Golden Hill Elementary School the ratio of students per teacher varies by the grade level taught. The state Class Size Reduction (CSR) program (20:1 ratio) was first implemented in grade one in the fall of 1996, and kindergarten and grade two in the fall of 1997. Kindergarten differs in that the full class has no more than 20 students per teacher for at least one-half of each day, as required by CSR Option 2. The charts below display the average class size by grade level for the last three years and the percent of time in CSR.

| 1999-00 | | | | | |
|---|---|---|---|---|---|
| Grade | Avg. | 1-22 | 23-32 | 33+ | % in CSR |
| K | 27.33 | 1 | 1 | 1 | 50 |
| 1 | 18.00 | 5 | | | 100 |
| 2 | 19.40 | 5 | | | 100 |
| 3 | 29.33 | | 3 | | |
| 4 | 31.00 | | 3 | | |
| 5 | 26.33 | | 3 | | |
| 6 | 33.00 | | 1 | 1 | |
| K-3 | 18.00 | 1 | | | 100 |
| 3-4 | 33.00 | | | 1 | |
| 4-6 | 36.00 | | | 1 | |

| 2000-01 | | | | | |
|---|---|---|---|---|---|
| Grade | Avg. | 1-22 | 23-32 | 33+ | % in CSR |
| K | 31.67 | | 3 | | 50 |
| 1 | 19.40 | 5 | | | 100 |
| 2 | 19.00 | 5 | | | 100 |
| 3 | 31.00 | | 3 | | |
| 4 | 31.33 | | 3 | | |
| 5 | 32.33 | | 2 | 1 | |
| 6 | 26.67 | | 3 | | |
| 3-4 | 30.00 | | 1 | | |
| 4-6 | 28.00 | | 1 | | |

| 2001-02 | | | | | |
|---|---|---|---|---|---|
| Grade | Avg. | 1-22 | 23-32 | 33+ | % in CSR |
| K | 32.50 | | 1 | 1 | 50 |
| 1 | 19.80 | 5 | | | 100 |
| 2 | 18.40 | 5 | | | 100 |
| 3 | 26.50 | | 4 | | |
| 4 | 25.50 | | 4 | | |
| 5 | 29.67 | | 3 | | |
| 6 | 33.67 | | | 3 | |
| 4-6 | 32.00 | | 1 | | |

The overall class size for 2001-02 for grades K thru 6 is 23.1 students per teacher. The county class size average is 19.8 and the state class size average is 18.5 students per teacher. The average class size for Golden Hill School is 25.1 students per teacher.

## *Teacher Evaluation, Professional Development, Training and Curriculum Improvement*

Administrators evaluate teachers based on State Education Code requirements, provisions of the certificated contract agreement, and district policy. This year district and site level curriculum work focused on:

- Standards/Assessment /Accountability via the School Plan
- Adoption of grade 6 standards-based Language Arts textbook material
- Implementation of standards-based Science curricula and materials
- Continuing the implementation of the California Reading Initiative (Teacher Training Component) for teachers new to Fullerton School District
- Evaluating and adopting standards-based Math textbook materials K-8
- Collection of multiple student assessment data by class/grade
- Continuing the implementation of grades K-6 standards-based report cards

***Teachers at Golden Hill Elementary School attended workshops and training in:***

- Kindergarten Curriculum and Standards
- K-2 Literacy Circles
- Technology Training/CTAP
- GLAD Strategies
- Beckman Science Institute
- Orange County Performing Arts Seminars

Professional growth training took place prior to the start of school, on two student-free days, during restructured Wednesdays, and after school. The following chart shows the number of days dedicated to staff development for the most recent three years. As of 2001-02, all students attend the 180 days of designated instruction.

| 1999-00 | 2000-01 | 2001-02 |
|---|---|---|
| 3 | 3 | 3 |

## *Climate for Learning*

Golden Hill Elementary School's educational environment has a strong academic focus. Students are rewarded for their efforts through:

- Monthly Principal Awards for grades 1 & 2
- Awards Assemblies each trimester for grades 3-6
- Honor Roll for grades 3-6

***Students can participate in:***

- Student Council
- D.A.R.E. (Drug Abuse Resistance Education)
- Tutoring
- After School Chorus
- All the Arts for All the Kids
- Supplementary P.E. Programs
- Instrumental Music (grades 5 & 6)
- Gardening and Nutrition Programs
- Science Discovery Week
- Art Smart Visual Arts Programs
- Drama Performances

Our school-wide discipline plan ensures an orderly school environment. School and classroom expectations are clearly communicated to parents and students, with consequences consistently enforced. The following chart displays Golden Hill Elementary School's suspension and expulsion rates for the last three years. The rate of suspensions and expulsions is the total number of incidents divided by the total enrollment for the given year.

| | School | | | District | | |
|---|---|---|---|---|---|---|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| Suspensions | 4 | 5 | 18 | 1,007 | 992 | 1,102 |
| Suspensions (rate) | .6% | .7% | 2.6% | 7.9% | 7.6% | 8.3% |
| Expulsions | 0 | 0 | 0 | 13 | 18 | 10 |
| Expulsions (rate) | 0 | 0 | 0 | .1% | .14% | .08% |

## *Instructional Materials*

Golden Hill Elementary School and the Fullerton School District set a high priority upon ensuring that there are sufficient textbooks and materials to support each school's standards-based instructional program.

- Teachers, parents, and administrators are involved in textbook adoptions.
- Subject area textbook adoptions occur on a seven-year cycle determined by the California Department of Education.
- The District Educational Media Center and District Library are available to all staff.

***Golden Hill Elementary School's Media Center provides teacher and student access to:***

- Supplemental curriculum materials
- Library books and research materials
- Computers
- Internet resources
- Library skills training
- Story time

## *Student Support Services*

A variety of support services are available at Golden Hill Elementary School.

- Speech and Language Specialist
- Resource Specialist
- School Psychologist
- School Nurse
- Three Media Assistants — part time
- One Media Assistant — full time
- Two Instructional Assistants — Physical Education
- Reading Intervention Teacher — two days a week
- Student Intervention Team (SIT) to screen student referrals for academic or behavioral difficulties as needed

## *Quality of Instructional Leadership*

The curriculum is comprised of all of the State content standards. District assessments, report cards, and instruction are all aligned with the Standards to assure student achievement.

Golden Hill Elementary School has a comprehensive school plan which addresses the strengths and weaknesses of the overall school program.

## *Instructional Minutes and Minimum Days*

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade. There were a total of 10 minimum days at Golden Hill Elementary School during the 2001-02 school year. Nine of these days were used for parent-teacher conferences. The accompanying chart displays the number of instructional minutes offered in this school year by grade level compared with the total number of instructional minutes required by law.

| 2001-02 Instructional Minutes | | |
|---|---|---|
| **Grades** | **Required** | **Actual** |
| **K** | 36,000 | 36,000 |
| **1-3** | 50,400 | 51,300 |
| **4-6** | 54,000 | 54,900 |

## *Student Attendance*

School attendance patterns are important identifiers of students who are at risk of dropping out of school in the junior high or high school years. Golden Hill Elementary School carefully monitors student attendance to identify those students exhibiting excessive absences. The chart below displays Golden Hill Elementary School's total student attendance rate for the past three years.

| Student Attendance | | |
|---|---|---|
| **1999-00** | **2000-01** | **2001-02** |
| **95.8%** | **95.6%** | **96.4%** |

Golden Hill Elementary School also attempts to assist students with excessively high unexcused absentee rates. Emphasis is put on the importance of being at school and on time. Students who continue to have excessive unexcused absences are referred to the School Attendance Review Board (SARB). The chart below displays the number of students for the past three years with high unexcused absentee rates. Since the primary source of state income to schools is based upon attendance, the higher the absence rate the less income the school district receives.

| Unexcused Absences | Number of Students | | |
|---|---|---|---|
| | **1999-00** | **2000-01** | **2001-02** |
| **10-15** | 50 | 40 | 30 |
| **16-20** | 12 | 14 | 3 |
| **21 or More** | 3 | 5 | 0 |

## *Salary Comparison*

Average salaries are reported for the 2000-01 school year, the most recent year for which statewide averages are available. The district spent 44.31% of the total district budget on teachers' salaries as compared to the statewide average of 45.90%. The district spent 6.05% of the total district budget on administrators' salaries as compared to the statewide average of 5.40%.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $35,504 | $35,222 |
| Mid-Range Teacher Salary | $60,400 | $57,707 |
| Highest Teacher Salary | $75,509 | $70,135 |
| Average Principal Salary (Elementary) | $93,041 | $89,033 |
| Average Principal Salary (Middle) | $95,278 | |
| Superintendent Salary | $130,854 | $129,527 |
| Percentage of Budget for Teachers Salaries | 44.31 | 45.90 |
| Percentage of Budget for Administrative Salaries | 6.05 | 5.40 |

## *Safety, Cleanliness and Adequacy of School Facilities*

Safety of students and staff is a primary concern of the Fullerton School District. In compliance with SB187, each school maintains a Safe Schools Plan which satisfies the mandates of the law and reflects the individual needs of the site. The major focus areas of the plan are: 1) providing a safe learning environment; 2) safe practices at school sponsored activities and enroute to and from school; 3) connecting families with community resources; 4) building an environment of mutual respect. The police department DARE, Disaster Committee, SIT, School Site Council and PTA work collaboratively to meet these goals.

An update of the plan and approval by the School Site Council was done February 5, 2002. The review of the plan with staff is done in the Spring.

## *Preparation for the Workplace*

The focus of Golden Hill Elementary School is to raise student achievement in English Language Development, Reading, Writing and Mathematics. Students are prepared for entering the workforce by meeting grade level academic standards, attending school regularly and being on time. They are supported in their efforts to work with others in their academic, athletic and social endeavors.

## *Student Achievement*

The Stanford Achievement Test, Ninth Edition (SAT 9) was administered to students in grades 2-6 in the spring of 2000, the spring of 2001, and the spring of 2002. Results of these tests are used to evaluate the instructional program and to assist in planning program improvements for our students. Standardized tests provide one measure of assessing student performance while the school uses a wide variety of additional measures, including ongoing diagnostic assessment in grades kindergarten through six. The following charts present:

> 2001-02 test results by grade level and subgroups
> 2000-01 test results by grade level
> 1999-00 test results by grade level
> Scores reported in average percentile ranks
> 50th percentile rank is the average score achieved by students in the same grade across the country
> Scores reported exclude students exempted by parent request

**Reading**

| Grade | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 00 | 01 | 02 | 00 | 01 | 02 | 00 | 01 | 02 |
| 2 | 54 | 72 | 65 | 55 | 56 | 55 | 49 | 51 | 53 |
| 3 | 59 | 57 | 70 | 48 | 48 | 49 | 44 | 46 | 47 |
| 4 | 55 | 72 | 59 | 54 | 53 | 52 | 45 | 47 | 49 |
| 5 | 58 | 66 | 67 | 48 | 53 | 50 | 44 | 45 | 46 |
| 6 | 65 | 59 | 62 | 57 | 56 | 57 | 46 | 47 | 48 |

**Reading—Subgroups**

| Grade | Male | Female | English Learners | Not English Learners | Economically Disadvantaged | Not Econ. Disadvantaged |
|---|---|---|---|---|---|---|
| 2 | 64 | 65 | 61 | 66 | 43 | 75 |
| 3 | 75 | 65 | 42 | 79 | 35 | 80 |
| 4 | 55 | 63 | 24 | 68 | 18 | 75 |
| 5 | 66 | 68 | 27 | 80 | 27 | 85 |
| 6 | 60 | 65 | 41 | 69 | 41 | 73 |

**Math**

| Grade | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 00 | 01 | 02 | 00 | 01 | 02 | 00 | 01 | 02 |
| 2 | 63 | 71 | 67 | 63 | 64 | 63 | 57 | 58 | 62 |
| 3 | 55 | 49 | 75 | 55 | 56 | 56 | 56 | 59 | 62 |
| 4 | 65 | 65 | 60 | 57 | 58 | 61 | 51 | 54 | 58 |
| 5 | 57 | 70 | 70 | 53 | 58 | 60 | 50 | 54 | 57 |
| 6 | 76 | 68 | 76 | 65 | 66 | 69 | 55 | 57 | 60 |

**Math—Subgroups**

| Grade | Male | Female | English Learners | Not English Learners | Economically Disadvantaged | Not Econ. Disadvantaged |
|---|---|---|---|---|---|---|
| 2 | 73 | 61 | 74 | 64 | 53 | 73 |
| 3 | 79 | 71 | 58 | 80 | 48 | 83 |
| 4 | 59 | 61 | 43 | 64 | 29 | 72 |
| 5 | 72 | 69 | 42 | 79 | 39 | 84 |
| 6 | 70 | 82 | 56 | 83 | 57 | 86 |

**Language**

| Grade | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 00 | 01 | 02 | 00 | 01 | 02 | 00 | 01 | 02 |
| 2 | 65 | 75 | 72 | 56 | 57 | 54 | 52 | 53 | 55 |
| 3 | 55 | 57 | 75 | 50 | 51 | 52 | 48 | 51 | 53 |
| 4 | 68 | 65 | 66 | 59 | 58 | 59 | 51 | 54 | 57 |
| 5 | 60 | 73 | 72 | 55 | 60 | 58 | 50 | 53 | 55 |
| 6 | 68 | 65 | 73 | 63 | 62 | 62 | 52 | 54 | 56 |

**Language—Subgroups**

| Grade | Male | Female | English Learners | Not English Learners | Economically Disadvantaged | Not Econ. Disadvantaged |
|---|---|---|---|---|---|---|
| 2 | 68 | 76 | 74 | 71 | 47 | 84 |
| 3 | 81 | 69 | 50 | 83 | 43 | 84 |
| 4 | 63 | 70 | 48 | 71 | 29 | 81 |
| 5 | 62 | 80 | 50 | 79 | 48 | 83 |
| 6 | 68 | 78 | 54 | 79 | 56 | 82 |

## *Student Achievement (SAT 9)*

The following charts present the 2001-02 test results by racial/ethnic groups showing the percentage of students scoring at or above the 50th percentile for reading and mathematics:
Note: (-) within each of the charts indicates that data is not available

| Reading | | | |
|---|---|---|---|
| Grade | Asian American | Hispanic or Latino | White (Not Hispanic) |
| 2 | - | 47 | 73 |
| 3 | 92 | 44 | 80 |
| 4 | - | 18 | 67 |
| 5 | - | 40 | 80 |
| 6 | - | 34 | 73 |

| Mathematics | | | |
|---|---|---|---|
| Grade | Asian American | Hispanic or Latino | White (Not Hispanic) |
| 2 | - | 59 | 71 |
| 3 | 99 | 53 | 82 |
| 4 | - | 32 | 64 |
| 5 | - | 54 | 76 |
| 6 | - | 56 | 85 |

## *California Standards Test (CST)*

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. The following charts present the percentage of students scoring at the Proficient or Advanced level in English and Math (n/a = not available). The subgroups scoring at Proficient or Advanced level in English and Math include Gender, English Learners, Not English Learners, Socioeconomically Disadvantaged and Not Socioeconomically Disadvantaged.
Note: (-) within each of the charts indicates that data is not available

| English Language Arts | | | | | | |
|---|---|---|---|---|---|---|
| Grade | School | | District | | State | |
| | 01 | 02 | 01 | 02 | 01 | 02 |
| 2 | 51 | 40 | 34 | 33 | 32 | 32 |
| 3 | 41 | 58 | 31 | 36 | 30 | 34 |
| 4 | 55 | 49 | 39 | 39 | 33 | 36 |
| 5 | 51 | 53 | 36 | 36 | 28 | 31 |
| 6 | 48 | 53 | 39 | 39 | 31 | 30 |

| English Language Arts—Subgroups | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Male | Female | English Learners | Not English Learners | Economically Disadvantaged | Not Econ. Disadvantaged |
| 2 | 47 | 35 | 25 | 46 | 13 | 55 |
| 3 | 60 | 57 | 38 | 65 | 26 | 70 |
| 4 | 50 | 48 | 24 | 56 | 11 | 64 |
| 5 | 47 | 58 | 19 | 64 | 18 | 69 |
| 6 | 58 | 47 | 22 | 63 | 30 | 65 |

| Mathematics | | | | | | |
|---|---|---|---|---|---|---|
| Grade | School | | District | | State | |
| | 01 | 02 | 01 | 02 | 01 | 02 |
| 2 | - | 47 | - | 45 | - | 43 |
| 3 | - | 49 | - | 35 | - | 38 |
| 4 | - | 48 | - | 40 | - | 37 |
| 5 | - | 36 | - | 29 | - | 29 |
| 6 | - | 45 | - | 42 | - | 32 |

| Mathematics—Subgroups | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Male | Female | English Learners | Not English Learners | Economically Disadvantaged | Not Econ. Disadvantaged |
| 2 | 56 | 39 | 46 | 47 | 31 | 55 |
| 3 | 58 | 40 | 42 | 51 | 22 | 58 |
| 4 | 47 | 48 | 29 | 52 | 14 | 60 |
| 5 | 40 | 32 | 20 | 40 | 9 | 47 |
| 6 | 49 | 40 | 20 | 54 | 28 | 55 |

| English Language Arts-Racial/Ethnic Groups | | | |
|---|---|---|---|
| Grade | Asian American | Hispanic or Latino | White (Not Hispanic) |
| 2 | 50 | 23 | 49 |
| 3 | 92 | 34 | 63 |
| 4 | 100 | 14 | 53 |
| 5 | 63 | 31 | 64 |
| 6 | 86 | 19 | 67 |

| Mathematics-Racial/Ethnic Groups | | | |
|---|---|---|---|
| Grade | Asian American | Hispanic or Latino | White (Not Hispanic) |
| 2 | 75 | 37 | 49 |
| 3 | 92 | 28 | 51 |
| 4 | 100 | 18 | 51 |
| 5 | 75 | 21 | 39 |
| 6 | 71 | 20 | 56 |

## *Local Assessment*

The following chart represents the percentage of students meeting or exceeding the district standard. The multiple measures scores are for all students, including special education, enrolled at Golden Hill Elementary School for the 1998-99, 1999-00 and 2000-01 school years.

| Grade | Reading | | | Writing | | | Math | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1999 | 2000 | 2001 | 1999 | 2000 | 2001 | 1999 | 2000 | 2001 |
| K | 36 | 61 | 60 | 15 | 27 | 38 | 84 | 80 | 86 |
| 1 | 44 | 78 | 81 | 54 | 92 | 85 | 78 | 89 | 86 |
| 2 | 63 | 65 | 84 | 46 | 86 | 98 | 63 | 75 | 79 |
| 3 | 61 | 67 | 74 | 25 | 54 | 61 | 53 | 58 | 60 |
| 4 | 65 | 68 | 74 | 22 | 47 | 65 | 62 | 68 | 59 |
| 5 | 73 | 61 | 72 | 34 | 60 | 70 | 68 | 60 | 63 |
| 6 | 63 | 72 | 68 | 46 | 84 | 78 | 66 | 62 | 62 |

## *California Fitness Test*

This state test is given to students in grade 5, This table shows the percents of students scoring within the Healthy Fitness Zone on all six fitness tasks for 2001-02.

| Grade Level | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Female | Male | Total | Female | Male | Total | Female | Male |
| 5 | 39.8 | 55.6 | 44.4 | 35.6 | 49.9 | 50.1 | 22.3 | 48.6 | 50.4 |

## *Academic Performance Index (API)*

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis the state has set 800 as the API score that schools should strive to meet.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at http://api.cde.ca.gov/ or by speaking with the principal. ***The II/USP Program was not funded for the year 2002.

| | API BASE DATA | | | | API GROWTH DATA | | |
|---|---|---|---|---|---|---|---|
| | 1999 | 2000 | 2001 | | From 1999 to 2000 | From 2000 to 2001 | From 2001 to 2002 |
| Percentage Tested | 96 | 100 | 100 | Percentage Tested | 100 | 100 | 99 |
| Base API Score | 682 | 715 | 768 | API Growth Score | 715 | 770 | 780 |
| Growth Target | 6 | 4 | 2 | Actual Growth | 33 | 55 | 12 |
| Statewide Rank | 7 | 7 | 8 | Eligible for Awards | Yes | Yes | No |
| Similar Schools Rank | 6 | 4 | 6 | Applied for II/USP | No | No | *** |
| **Hispanic or Latino** | | | | | | | |
| Base API Score | 481 | 541 | 639 | API Growth Score | 541 | 635 | 668 |
| Growth Target | 5 | 3 | 2 | Actual Growth | 60 | 94 | 29 |
| **White (Not Hispanic)** | | | | | | | |
| Base API Score | 785 | 791 | 806 | API Growth Score | 791 | 808 | 819 |
| Growth Target | 5 | 3 | A | Actual Growth | 6 | 17 | 13 |
| **Socioeconomically Disadvantaged** | | | | | | | |
| Base API Score | 486 | 538 | 642 | API Growth Score | 538 | 636 | 628 |
| Growth Target | 5 | 3 | 2 | Actual Growth | 52 | 98 | -14 |

## *Academic Success for All Students*


### *FULLERTON SCHOOL DISTRICT*

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