

**2010-11**  
**SCHOOL ACCOUNTABILITY REPORT CARD**

**Richman Elementary School**  
**Fullerton Elementary District**

**Published During**  
**2011-12**

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## I. Data and Access

### DataQuest

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

### Internet Access

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

## II. About This School

### School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Richman School brings students, staff, families and the community together to maximize the learning potential for all.

### Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

We encourage parents to participate in various events including: PTA, School Site Council, and ELAC. We also have Back to School Night, Open House, PTA meetings and host monthly parent coffees. We encourage parents to volunteer in classrooms and are committed to expanding the involvement of parents in the work of the school and encourage all interested parents to contact the school office for more information. In addition, through Literacy Nights, School Readiness sessions, Parent Classes and other trainings we seek to deepen levels of parent education and knowledge regarding school programs and priorities and ways to assist their children in achieving at high levels.

### Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 112                |
| Grade 1          | 109                |
| Grade 2          | 123                |
| Grade 3          | 105                |
| Grade 4          | 86                 |
| Grade 5          | 106                |
| Grade 6          | 114                |
| Total Enrollment | 755                |

### Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group                            | Percent of Total Enrollment | Group                           | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American        | 0.5                         | White                           | 1.9                         |
| American Indian or Alaska Native | 0.4                         | Two or More Races               | 0.3                         |
| Asian                            | 3.3                         | Socioeconomically Disadvantaged | 85.6                        |
| Filipino                         | 0.7                         | English Learners                | 79.6                        |
| Hispanic or Latino               | 92.3                        | Students with Disabilities      | 8.6                         |
| Native Hawaiian/Pacific Islander | 0.7                         |                                 |                             |

### Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level | 2008-09         |                      |       |     | 2009-10         |                      |       |     | 2010-11         |                      |       |     |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|             | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|             |                 | 1-20                 | 21-32 | 33+ |                 | 1-20                 | 21-32 | 33+ |                 | 1-20                 | 21-32 | 33+ |
| K           | 19              | 7                    |       |     | 24              |                      | 5     |     | 22.4            | 3                    | 2     |     |
| 1           | 20              | 4                    | 3     |     | 22              | 1                    | 5     |     | 21.3            | 7                    |       |     |
| 2           | 19              | 5                    |       |     | 22              | 3                    | 2     |     | 29              |                      | 5     |     |
| 3           | 19              | 6                    |       |     | 22              | 4                    | 1     |     | 25              | 1                    | 3     |     |
| 4           | 32              |                      | 2     | 1   | 27              |                      | 3     |     | 32              |                      | 2     | 2   |
| 5           | 31              |                      | 3     |     | 30              |                      | 4     |     | 29              |                      | 4     |     |
| 6           | 30              |                      | 3     |     | 29              |                      | 3     |     | 31.7            |                      | 2     | 1   |
| K-3         | 0               |                      |       |     | 0               |                      |       |     |                 |                      |       |     |
| 3-4         | 30              |                      | 1     |     | 0               |                      |       |     |                 |                      |       |     |
| 4-8         | 29              |                      | 2     |     | 0               |                      |       |     |                 |                      |       |     |
| Other       |                 |                      |       |     | 0               |                      |       |     |                 |                      |       |     |

### III. School Climate

#### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, prior to March 1, the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council on March 1. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

#### Suspensions and Expulsions

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

| Rate               | School  |         |         | District |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|
|                    | 2008-09 | 2009-10 | 2010-11 | 2008-09  | 2009-10 | 2010-11 |
| <b>Suspensions</b> | 2.1     | 3.5     | 2.52    | 4.3      | 5.8     | 4.75    |
| <b>Expulsions</b>  | 0       | 0       | 0       | 0        | 0       | 0.1     |

## IV. School Facilities

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

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Richman Elementary School has 42 classrooms, a library media center, a daycare center, an Evenstart building, and a multipurpose room. The main campus was built in 1958. Additions were constructed in 1960 and 1972. Ten portable classrooms were added between 1991 and 1998. three more were added between 2000 and 2001. The multipurpose room was completed in 2006.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During the 2010-11 school year, the District spent \$200,360 on deferred maintenance. For the 2011-12 school year, the District budgeted \$460,000 for the deferred maintenance program.

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

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Inspected On: 12/29/2011  | Repair Status |      |      |      | Repair Needed and Action Taken or Planned                            |
|---|---------------|------|------|------|--|
| System Inspected  | Exemplary     | Good | Fair | Poor |  |
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>                       | —             |      | —    | —    |  |
| <b>Interior: Interior Surfaces</b>                                      | —             |      | —    | —    |  |
| <b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>        | —             |      | —    | —    |  |
| <b>Electrical: Electrical</b>   | —             |      | —    | —    |  |
| <b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>                  | —             | —    |      | —    | Repair water feed in Media Center and repair hand dryer in restroom. |
| <b>Safety: Fire Safety, Hazardous Materials</b>                         | —             |      | —    | —    |  |
| <b>Structural: Structural Damage, Roofs</b>                             | —             |      | —    | —    |  |
| <b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b> | —             |      | —    | —    |  |
| <b>Overall Rating</b>   | —             |      | —    | —    |  |

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2008-09 | 2009-10 | 2010-11 | 2010-11  |
| Teachers with Full Credential                        | 39      | 40      | 39      | 0        |
| Teachers without Full Credential                     | 0       | 1       | 0       | 0        |
| Teachers Teaching Outside Subject Area of Competence | 0       | 0       | 0       | N/A      |

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator                                      | 2009-10 | 2010-11 | 2011-12 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 2       | 0       | 0       |
| Total Teacher Misassignments                   | 4       | 0       | 0       |
| Vacant Teacher Positions                       | 1       | 0       | 0       |

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes              | Percent of Classes In Core Academic Subjects |   |
|----------------------------------|--|---|
|                                  | Taught by Highly Qualified Teachers          | Not Taught by Highly Qualified Teachers |
| This School                      | 100  | 0                                       |
| All Schools in District          | 100  | 0                                       |
| High-Poverty Schools in District | 100  | 0                                       |
| Low-Poverty Schools in District  | 100  | 0                                       |

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 0                                | 755   |
| Counselor (Social/Behavioral or Career Development) | 0                                | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 0.25                             | N/A   |
| Psychologist  | 0.4                              | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | 0.2                              | N/A   |
| Speech/Language/Hearing Specialist                  | 1.5                              | N/A   |
| Resource Specialist (non - teaching)                | 1                                | N/A   |
| Other   | 0                                | N/A   |

## VII. Curriculum and Instructional Materials

### Description of school's program towards meeting William's Settlement Requirements

On October 12, 2010, the Governing Board of the Fullerton School District certified that, as of that date, each pupil in the District in kindergarten through grade eight, had been provided with a standards-aligned textbook or basic instructional materials purchased from the approved standards-aligned adoption list in the core curriculum areas listed below.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area  | Quality, Currency, and Availability of Textbooks and Instructional Materials   | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|-----------------------|--|--|--|
| Reading/Language Arts | 2010-11 Houghton Mifflin Medallions K-5<br>2001-02 Holt 6-8<br>2009-10 Steck-Vaughn California Gateways Intensive Intervention 4-8 | 0  | Yes  |

| Core Curriculum Area                              | Quality, Currency, and Availability of Textbooks and Instructional Materials               | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|---|--|--|--|
| <b>Mathematics</b>                                | 2008-09 Houghton Mifflin K-5   | 0  | Yes  |
|   | 2008-09 Holt McDougal 6-8  |  |  |
|   | 2008-09 Glencoe Algebra Readiness 8  |  |  |
|   | 2008-09 Holt Geometry 8  |  |  |
| <b>Science</b>                                    | 2007-08 MacMillan/McGraw-Hill K-5  | 0  | Yes  |
|   | 2007-08 Holt McDougal 6-8  |  |  |
| <b>History-Social Science</b>                     | 2006-07 Houghton Mifflin K-5   | 0  | Yes  |
|   | 2006-07 McDougal Littell 6-8   |  |  |
| <b>Foreign Language</b>                           | 2001-02 En Español 7-8   | 0  | Yes  |
| <b>Health</b>                                     | On-line Health Curriculum  | 0  | Yes  |
|   | Dairy Council of California (grade-appropriate) materials                                  |  |  |
|   | Too Good for Drugs materials (grades 4-6)  |  |  |
|   | 2004-05 Holt McDougal Decisions for Health (Grade 7)                                       |  |  |
| <b>Science Laboratory Equipment (grades 9-12)</b> |  |  |  |
| <b>Visual and Performing Arts</b>                 | "All the Arts for All the Kids" lessons/curriculum in visual art, music, dance and theater | 0  | Yes  |
|   | Instrumental music (grades 5-6)  |  |  |
|   | Band and string instruments and musical scores (grades 7-8)                                |  |  |

**VIII. School Finances**

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|--|------------------------|
| School Site                                   | \$4,887.00                   | \$662.00   | \$4,224.00                                   | \$76,207.00            |
| District                                      | N/A                          | N/A  | \$3,948.00                                   | \$73,550.00            |
| Percent Difference - School Site and District | N/A                          | N/A  | 6.99   | 3.61                   |
| State   | N/A                          | N/A  | \$5,455.00                                   | \$69,419.00            |
| Percent Difference - School Site and State    | N/A                          | N/A  | -22.57                                       | 9.78                   |

### Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

#### Types of Services Funded

In addition to general state funding, Fullerton School District receives state and federal categorical funding for special programs. These funds support the following educational programs, including but not limited to:

- Beginning Teacher and Support (BTSA)
- Class Size Reduction
- Gifted and Talented Education
- Economic Impact Aid
- Instructional Materials
- Peer Assistance and Review (PAR)
- School Safety and Violence Prevention
- Special Education
- Title I, Economically Disadvantaged
- Title II, Teacher and Principal Quality
- Title III, Education for English Learners

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                               | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary               | \$46,186        | \$41,692                                     |
| Mid-Range Teacher Salary               | \$75,033        | \$68,251                                     |
| Highest Teacher Salary                 | \$94,984        | \$86,582                                     |
| Average Principal Salary (Elementary)  | \$113,582       | \$108,334                                    |
| Average Principal Salary (Middle)      | \$117,015       | \$111,791                                    |
| Average Principal Salary (High)        |                 | \$113,648                                    |
| Superintendent Salary                  | \$190,592       | \$180,492                                    |
| Percent of Budget for Teacher Salaries | 45              | 42   |

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Percent of Budget for Administrative Salaries | 6               | 6  |

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject                | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2008-09 | 2009-10 | 2010-11 | 2008-09  | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| English-Language Arts  | 46      | 47      | 55      | 61       | 65      | 67      | 49      | 52      | 54      |
| Mathematics            | 59      | 66      | 68      | 68       | 72      | 73      | 46      | 48      | 50      |
| Science                | 41      | 55      | 69      | 68       | 74      | 79      | 50      | 54      | 57      |
| History-Social Science | 0       | 0       | 0       | 55       | 63      | 64      | 41      | 44      | 48      |

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group   | Percent of Students Scoring at Proficient or Advanced |             |         |                        |
|---|---|-------------|---------|------------------------|
|   | English-Language Arts                                 | Mathematics | Science | History-Social Science |
| All Students in the LEA                       | 67  | 73          | 79      | 64                     |
| All Students at the School                    | 55  | 68          | 69      | 0                      |
| Male  | 54  | 67          | 68      | 0                      |
| Female  | 58  | 70          | 69      | 0                      |
| Black or African American                     | 0   | 0           | 0       | 0                      |
| American Indian or Alaska Native              | 0   | 0           | 0       | 0                      |
| Asian   | 100   | 100         | 0       | 0                      |
| Filipino                                      | 0   | 0           | 0       | 0                      |
| Hispanic or Latino                            | 54  | 67          | 66      | 0                      |
| Native Hawaiian or Pacific Islander           | 0   | 0           | 0       | 0                      |
| White   | 73  | 80          | 0       | 0                      |
| Two or More Races                             | 0   | 0           | 0       | 0                      |
| Socioeconomically Disadvantaged               | 54  | 68          | 66      | 0                      |
| English Learners                              | 49  | 64          | 55      | 0                      |
| Students with Disabilities                    | 38  | 49          | 0       | 0                      |
| Students Receiving Migrant Education Services |   |             |         |                        |

### California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 10.3  | 18.7                  | 56.1                 |
| 7           | 0   | 0                     | 0                    |
| 9           | 0   | 0                     | 0                    |

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank               | 2008 | 2009 | 2010 |
|------------------------|------|------|------|
| <b>Statewide</b>       | 5    | 5    | 5    |
| <b>Similar Schools</b> | 9    | 9    | 9    |

### Academic Performance Index Growth by Student Group - Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

| Group                                      | Actual API Change |         |         |
|--|-------------------|---------|---------|
|  | 2008-09           | 2009-10 | 2010-11 |
| <b>All Students at the School</b>          | 20                | 19      | 25      |
| <b>Black or African American</b>           |                   |         |         |
| <b>American Indian or Alaska Native</b>    |                   |         |         |
| <b>Asian</b>                               |                   |         |         |
| <b>Filipino</b>                            |                   |         |         |
| <b>Hispanic or Latino</b>                  | 17                | 16      | 25      |
| <b>Native Hawaiian or Pacific Islander</b> |                   |         |         |
| <b>White</b>                               |                   |         |         |
| <b>Two or More Races</b>                   |                   |         |         |
| <b>Socioeconomically Disadvantaged</b>     | 20                | 24      | 21      |
| <b>English Learners</b>                    | 17                | 24      | 24      |
| <b>Students with Disabilities</b>          |                   |         |         |

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

| Group                               | 2011 Growth API |     |       |
|-------------------------------------|-----------------|-----|-------|
|                                     | School          | LEA | State |
| All Students at the School          | 820             | 861 | 778   |
| Black or African American           |                 | 807 | 696   |
| American Indian or Alaska Native    |                 | 812 | 733   |
| Asian                               | 965             | 971 | 898   |
| Filipino                            |                 | 938 | 859   |
| Hispanic or Latino                  | 814             | 785 | 729   |
| Native Hawaiian or Pacific Islander |                 | 856 | 764   |
| White                               |                 | 906 | 845   |
| Two or More Races                   |                 | 929 | 836   |
| Socioeconomically Disadvantaged     | 817             | 779 | 726   |
| English Learners                    | 817             | 802 | 707   |
| Students with Disabilities          | 658             | 702 | 595   |

### Adequate Yearly Progress

The federal Elementary and Secondary Education Act 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) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

| AYP Criteria                               | School | District |
|--|--------|----------|
| Overall                                    | No     | No       |
| Participation Rate - English-Language Arts | Yes    | Yes      |
| Participation Rate - Mathematics           | Yes    | Yes      |
| Percent Proficient - English-Language Arts | Yes    | No       |
| Percent Proficient - Mathematics           | No     | No       |
| API  | Yes    | Yes      |
| Graduation Rate                            | N/A    | N/A      |

## Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator  | School    | District  |
|--|-----------|-----------|
| <b>Program Improvement Status</b>                          | Not in PI | In PI     |
| <b>First Year of Program Improvement</b>                   |           | 2008-2009 |
| <b>Year in Program Improvement</b>                         |           | Year 3    |
| <b>Number of Schools Currently in Program Improvement</b>  | N/A       | 6         |
| <b>Percent of Schools Currently in Program Improvement</b> | N/A       | 30        |

## XII. Instructional Planning and Scheduling

### Professional Development

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

2010-2011 (Three Days)

Primary Focus

- K-8 Intervention Programs
- K-8 English Language Development
- K-8 Writing Strategies
- K-8 Language Arts Strategies
- K-8 Mathematics Strategies

Delivery of Professional Development

- Staff Development Day
- Workshops
- Conferences
- After-school Workshops
- In-class Coaching

Other Related Professional Development Activities

- Data-Driven instruction
- Differentiated Instruction
- Technology
- Health and Wellness
- SDAIE Strategies
- Systematic ELD
- Response to Intervention
- Professional Learning Communities

2009-2010 (Three Days)

Primary Focus

- K-8 Intervention Programs
- K-8 English Language Development
- K-8 Writing Strategies
- K-8 Language Arts Strategies
- K-8 Mathematics Strategies

Delivery of Professional Development

- Staff Development Day
- Workshops
- Conferences
- After-school Workshops
- In-class Coaching

Other Related Professional Development Activities

- Data-Driven instruction
- Differentiated Instruction
- Technology
- Health and Wellness
- SDAIE Strategies
- Systematic ELD
- Response to Intervention
- Professional Learning Communities

2008-2009 (Three Days)

Primary Focus

- K-8 Mathematics Textbook Adoption
- K-5 Physical Education Program
- K-8 English Language Development
- K-8 Writing Strategies

Delivery of Professional Development

- Staff Development Day
- Workshops
- Conferences
- After- school Workshops
- In-class Coaching

Other Related Professional Development Activities

- Data-Driven instruction
- Mathematics Training
- Differentiated Instruction
- Technology
- Physical Education/Wellness
- SDAIE Strategies
- Systematic ELD
- Response to Intervention