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SCHOOL DISTRICT**
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School Accountability Report Card

Reported for 2008-09 School Year

Published in 2009-10

Arlanza Elementary School

www.alvord.k12.ca.us

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Introduction

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page 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.

Data and Access

Data

DataQuest is an online data tool located 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.

District's Mission Statement

Our mission is to prepare our students with the skills and abilities necessary to become successful and contributing members of society. In partnership with students, parents, and community, we will provide our students a superior education within a safe and secure environment.

School Description

The plot of land between Rutland and Philbin, where Arlanza resides, was once Camp Anza. Camp Anza, named after the famous Spanish Explorer Juan Bautista de Anza, was a military base built during World War II. Used as a staging center, Camp Anza prepared soldiers for overseas shipment. This base took care of the soldier's immunization, orientation to foreign customs, writing of wills, and more. Approximately 600,000 assignments were made there.

When the war ended the barracks were cut in half and each half was sold as a house. The community made up of the barracks was called Anza Village. When the U.S postal service began confusing mail from Anza Village and mail from the city of Anza, Anza village was asked to come up with a new name. They eventually decided to take the first three letters of Arlington, where the postal office was located and put it together with Anza, and so their community became Arlanza.

Arlanza Elementary School was opened in 1956. Arlanza's mascot is the explorer and the school colors are blue and white. Arlanza Elementary School has been the center of the community for 58 years now. Parents and grandparents watch their children and grandchildren attend the same elementary school they did when they were young.

Principal's Message

At Arlanza Elementary School, we are committed to celebrating the uniqueness of the individual and guiding each child to fulfillment of his or her potential. All students participate in a standards based curriculum that is rigorous and challenging. Instruction is derived from the California State Content Standards. Teachers plan weekly and regularly meet in collegial groups to determine how to best meet the needs of all students.

Our school community works enthusiastically and diligently to provide each student with every possible learning opportunity. Our goal is to develop our students' talents to enable them to become knowledgeable, productive, and self-reliant citizens of our global society. We recognize that, in order to reach this goal, parents, teachers, administrators, and the community must work together as partners in the educational process. Therefore, parents and visitors are always welcome. We look forward to an exciting year and the possibilities that lie ahead for the continual success of our students.

Parent Involvement

Contact Person: Gerardo Aguilar, Principal
Phone Number: (951) 358-1600

Parents are encouraged to participate in school activities. Opportunities are provided through the Parent Teacher Association, School Site Council and the English Learner Advisory Committee and other parenting classes. Arlanza continues to have many parents volunteer to assist the school and teachers in a variety of methods.

Parents have the opportunity to attend workshops on parenting, how to strengthen their child's self esteem, and other topics. The Arlanza staff has a positive rapport with their parents and are always ready to support students and parents in all educational endeavors. Additionally, English classes are offered for parents on campus through the CBET program.

Arlanza Elementary School

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	2006-07			Avg. Class Size	2007-08			Avg. Class Size	2008-09			
	Avg. Class Size	Number of Classrooms			1-20	21-32	33+		1-20	21-32	33+	
		1-20	21-32									33+
Kindergarten	16.8	6		17.8	6			19.1	6	1		
Grade 1	18.7	4	2	18.8	5	1		19.3	5	1		
Grade 2	19.4	4	1	18.8	6			21.8	1	5		
Grade 3	19.8	2	4	20.3	2	4		21.3		6		
Grade 4	29.7		3	20.6	2	3		21.7	1	5		
Grade 5	24.3		3	25.8	1	3		22.2	1	4		
4-5	30.0		1									

School Enrollment by Grade Level (2008-09)

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

Grade Level	Enrollment
Kindergarten	134
Grade 1	116
Grade 2	132
Grade 3	128
Grade 4	130
Grade 5	111
Total Enrollment	751

School Enrollment by Group (2008-09)

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

Group	% of Total Enrollment
African-American	1.86
American Indian or Alaska Native	0.13
Asian	0.50
Filipino	0.67
Hispanic or Latino	92.14
Pacific Islander	0.13
White (Not Hispanic)	2.53
Multiple or No Response	2.13
Socioeconomically Disadvantaged	90.0
English Learners	77.0
Students with Disabilities	7.0

School Climate:

School Safety

SB187 Safety Plan

Date the plan was last updated:

September 1, 2009

Date the plan was last reviewed with the staff: October 1, 2009

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, Goal 4, and includes data regarding California Healthy Kids Survey, crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the Single Plan for Student Achievement is available for inspection by the public at each school.

Fire and earthquake drills are conducted regularly. Representatives from outside agencies such as the Health Department, Fire Department Disaster Preparedness Office and the District's insurance carrier inspect the school sites regularly also. Any problems identified are reported and corrected as soon as possible. Alvord Unified School District's disaster preparedness plan is considered a model in the region.

Routine student safety is provided through the assignment of teachers and paid supervisors for supervision duty during all recess and lunch periods, as well as, before and after school. All visitors and volunteers are required to sign in at the office and show identification. They are provided with a visitor tag to wear while on school grounds. They must return to sign out at the office at the end of their visit.

School Discipline Practices

Our goal is to create a productive learning environment for our students. To do this we must have clear expectations and fair consequences. Behavior that is disruptive or that hurts others will not be tolerated. Students who violate school rules may be suspended or expelled if necessary.

School Facilities:

School Facility Good Repair Status (2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. In December 2009, the site visit was conducted at Arlanza Elementary School. **Based on the field observations the following was found and the district has taken the appropriate action.**

Item Inspected	Repair Status				Repairs Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical /HVAC, Sewer	n/a	X			Hood needs washing out in kitchen.
Interior: Interior Surfaces	n/a		X		Bad tile and carpet in one room; Stage panels falling off; kitchen floor needs repair; MPR dirty and paint peeling.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	n/a	X			
Electrical: Electrical	n/a			X	Bad light sensors in library; MPR broken light; Electrical panel no lock in room by 1; Portable 26 electric wires coming out of ground.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	n/a		X		MPR sink no pressure and loose; RR missing knob at sink; RR one toilet seat missing and HD not working.
Safety: Fire Safety Hazardous Materials	n/a	X			Nurse's shower has underwear and used tissues in it; two rooms fire hazard.
Structural: Structural Damage, Roofs	n/a	X			
External: Playground/School Grounds/ Windows/Doors/Gates/Fences	n/a		X		No paper towel dispensers in one building; need stripe along 12 inch drop along walkway; one ramp on portable 27 needs resurfacing and odor in room; fence along side of school needs repair; trees growing between portable and up through AC unit; broken asphalt, trash, pallets need removing; fence needs repair front parking lot.
Overall Rating		X			

Suspensions and Expulsions

The following 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:

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	1.3	2.3	2.5	12.3	15.8	9.9
Expulsions	0.2	0.5	0.3	0.5	1.5	0.6

School Facility Conditions and Improvements

Arlanza's Computer lab is well equipped with internet capable Dell computers and many educational programs, such as Destinations, which allows children to work on reading, math and language development at their own pace. In addition, each class is equipped with a minimum of four eMac computers, a laser printer, and a variety of audio-visual resources. Every classroom has adequate space and all the materials needed to ensure student success.

Cleaning Process and Schedule

The site administrators, custodian and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean. Green and Clean days encourage students to keep the campus free of trash and litter. The City of Riverside coordinates a Clean Campus competition that includes

instructional materials and campus inspections. Alvord schools have been consistent winners in this activity.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

Maintenance and Repair

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. Regular and corrective maintenance is handled on a priority basis, and emergencies are handled immediately.

Deferred Maintenance Fund

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 or exterior painting, and floor systems. For the 2009-10 school year, the district has budgeted \$657,000 for the deferred maintenance program. This represents .42% percent of the district's general fund budget.

School Construction Projects Recently Completed

Classroom additions at two existing high schools and three middle schools are also complete. Ten elementary schools had new classroom buildings open in the 2008-2009 school year. State Hardship funding was used for these projects.

Bond Projects Ongoing

In November 2007 the Alvord Unified School District passed a General Obligation Bond (Measure H). Alvord Unified School District will use the funds provided by Measure H to improve student safety/security at neighborhood schools; reduce severe overcrowding at the high school level constructing a new high school, upgrading health, fire safety, security and outdated electrical systems, building or expanding libraries, classrooms, restrooms; overall improving educational opportunities for students. Construction on high school No. 4, Hillcrest High School, is underway. Work commenced in June 2008 and construction began in September 2008, with construction complete approximately May 2011.

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 their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2009
With Full Credential	32	34	38	859
Without Full Credential	0	0	0	17
Teaching Outside Subject Area of Competence	0	0	0	

Core Academic Courses Taught by NCLB Compliant Teachers (2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the 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 participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found at the NCLB Web site <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	98.5	1.5
High-Poverty Schools in District	96.6	3.4
Low-Poverty Schools in District	100.0	0.0

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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Support Staff:

Student Services

Students at Arlanza Elementary School receive student support services as follows:

- An outreach counselor is available to students two days a week. Students are referred by teachers, parents, and themselves to these counseling services.
- There is a health assistant on site five days per week (part-time) and she is available every day when called. A health services aide is assigned half time to take care of ill children and to document health concerns.
- A psychologist is available to test students for learning disabilities and meet with staff and parents. The psychologist also assists with classroom and home intervention plans to help individual students increase their academic performance.
- The District attendance investigator is available as needed to ensure that all students are properly enrolled and in school. The investigator works closely with the attendance clerk, teachers, and parents.

Support Staff

This table displays, in units of full-time equivalents (FTE), the number of support staff who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School
Library Media Services (paraprofessional)	1.0
Psychologist	.25
Nurse	.50
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0



Curriculum and Instructional:

Adopted Textbooks

A District committee considers textbooks for recommendation on a cycle established by the state board of education and from a state adopted list. This committee reviews the state framework and District standards for student achievement. Teachers at the grade level for which it is being adopted then review the textbooks. Included in the textbook adoption process is a review of the state framework and District standards for student achievement, pilot use of the series in the District classrooms, as well as approval of texts by the curriculum council and Governing Board. The District's goal is that each student has use of a textbook in all core subject areas.

ADOPTED TEXTBOOKS K-5				
Grade Level	Course/Content Area	Title	Publisher	Year Adopted
K-5	Eng/Lang. Arts	Houghton Mifflin Reading	Houghton Mifflin	2002
K-5	Mathematics	HSP Math	Harcourt	2008
K-5	Science	Scott Foresman California Science	Scott Foresman	2007
K-5	Social Studies	Scott Foresman History/Social Science for Calif.	Pearson/Scott Foresman	2006
K-5	ELD	Rigby		2006
K-7	Health	Harcourt Health Teen Health	Harcourt Glencoe	2005 2005

Quality, Currency, and Availability of Textbooks and Instructional Materials

On October 1, 2009 the Board unanimously approved the adoption of the Resolution regarding Sufficiency of Instructional Materials for fiscal year 2009-2010 pursuant to Education Code 60119. This table displays the results of that resolution.

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/ Language Arts	Meets State Requirements	0%
Mathematics	Meets State Requirements	0%
Science	Meets State Requirements	0%
History-Social Science	Meets State Requirements	0%
Health	Meets State Requirements	0%
Visual and Performing Arts	Meets State Requirements	0%

Other Programs

The Economic Impact Aid/Limited English Proficient (EIA/LEP) program provides assistance to students with limited English proficiency. EL students are scheduled in a Structured English Immersion program that includes English language development and sheltered classes in math, science, and social science. The English Learner program provides services to second language learners through qualified teachers, ELD and Sheltered courses, and ancillary personnel. Primary language support is provided through the teacher and bilingual instructional assistant. Primary language support is used to clarify directions and concepts. Sheltered courses parallel both the content and concepts of the state standards in the core curriculum. ELD teachers utilize *Rigby* and supplementary reading materials. The teachers of ELD and Sheltered courses possess a CLAD/BCLAD (Cross-cultural

Language Academic Development/Bilingual CLAD) or are in training for these certificates. There were 570 students identified as English Language Learners in 2008-09 at Arlanza Elementary School.

The Gifted and Talented (GATE) budget provides educational enhancement materials and programs. Accelerated classes are offered in the core subjects for high achievers. GATE activities and projects are ongoing throughout the year, and the Renzulli program is a specialized program to supplement the instructional program for gifted students.

Arlanza Elementary School's Special Education program provides assessment, specialized instruction, curricular interventions, and regular education for identified students. Depending upon the IEP of each student, direct or indirect service models are utilized in core content areas.

Student Progress

Teachers meet by grade levels on a regular basis to disaggregate the student data from state, district and site assessments on their students. Teachers work together to articulate strengths, weaknesses and trends revealed by the data. Major curricular areas of focus are Language Arts (including writing and ELD) and Math. Grade levels jointly develop goals, teaming both horizontally and vertically to address weak areas. In addition to STAR testing, teachers utilize assessments such as curriculum chapter or theme tests, and research-based reading and math assessments. Additional data are gathered and this information forms the basis for our staff development priorities and our school improvement planning. All stakeholders have opportunity for input into the data-driven setting of priorities through ELAC, GAC, SSC, PTA, Student/Parent/Staff surveys and district/site committees.

Report cards are issued three times during the year for grades K-5. Deficiency Notices are sent home prior to report cards for students in danger of failing a subject or subjects. In cases where the student needs more frequent parent monitoring, a daily or weekly contract will be arranged by the teacher. Conferences are scheduled with every parent at the end of first trimester and allow time for the teacher and parent to discuss the child's progress. Other parent conferences are held as needed or as requested by parent or teacher. Staff of Arlanza School welcomes these opportunities to meet with parents.

Homework assignments are teacher planned learning activities which take place outside of the student's regular school hours. Homework allows each child additional time to reinforce the skills taught in school. Homework guidelines are explained to parents and in a written notice from each teacher & during Back-to-School Night. We encourage parents to establish regular "homework times" and a quiet study place, and to check to see that their child's assignments are completed.

Students at Arlanza Elementary School are regularly tested to determine their individual progress. Site testing results are shared through parent communiqués, conferences and report cards.

Students in grades 2-5 will be given a state standardized test in the spring. State testing results are mailed to each family.

Specially called meetings may be held for students who need assistance with academic or behavior. These meetings are held through the Student Assistance Program or the Individual Education Program and include parents/guardians, classroom teacher, specialist teachers, school psychologists, and administrators.

Arlanza's parent and community involvement program focuses on synthesizing a harmonious partnership between the school and its surrounding community. Parents have the opportunity to be involved in decision-making regarding school programs as members of ELAC, SSC, and PTA. Active participation in their children's education is strongly encouraged. Parents are invited to attend Back-to-School Night, Open House, and other schoolwide activities. Parents may volunteer time in their child's classroom and, as arranged by their child's teacher, serve as chaperones on study trips. Arlanza's Parent Handbook is published in both English and Spanish. It is distributed at the beginning of every school year, and provides a comprehensive overview of Arlanza's programs and services. The objective of involving and informing parents is to assist in the learning and success of each student. The partnership will focus on the commitments stated in the Teacher-Parent-Student Compact.

Professional Development

The school and District provide all teachers with opportunities for professional growth and training in a variety of programs. The focus continues to be on the incorporation of a standards-based instructional program for language arts and mathematics. The District provides training in science curriculum and reading, and a partnership with UCR provides opportunities for continued certification in reading. School administrators receive regular training on skills such as evaluation, change process, interpersonal skills, curriculum standards, and instructional practice. Alford Unified School District and site programs support in-service training for new teachers or teachers who have requested peer coaching opportunities.

School Finances:

Teacher & Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information 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. Detailed information regarding salaries can be found at the Certificated Salaries and Benefits Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,142	\$40,786
Mid-Range Teacher Salary	\$70,027	\$65,726
Highest Teacher Salary	\$93,927	\$85,230
Average Principal Salary (Elem)	\$106,569	\$106,548
Average Principal Salary (MS)	\$112,171	\$112,237
Average Principal Salary (HS)	\$122,367	\$121,617
Superintendent Salary	\$162,500	\$191,155
% of Budget for Teacher Salaries	45.3%	40.6%
% of Budget for Administrative Salaries	4.9%	5.3%

Other Funds

To help ensure a quality education for all students, state and federal funding is provided to Arlanza Elementary School for the following special programs to supplement the core instructional program provided by the School District:

Program	2008-09
Title I	\$380,816
School and Library Improvement Program (SLIP)	\$48,361
EIA/Limited English Proficient	\$325,817
EIA/SCE	\$49,534
ELAP	\$16,612
Gifted and Talented Education (GATE)	\$2,058
Total	\$823,198

Pupil Expenditures and School Site Teacher Salaries (Fiscal Year 2007-08)

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 salaries can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,993	\$2,048	\$3,945	\$68,376
District			\$5,987	\$71,234
Percent Difference-School Site and District			(34%)	(4%)
State			\$5,512	\$65,905
Percent Difference-School Site and State			(28%)	4%

Student Performance:

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six 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 Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.2	28.6	23.8

Note: Scores are not shown when the number of students tested is 10 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 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 CSTs 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 ten through eleven. The CAPA includes ELA, 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 includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. 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 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

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		
	07	08	09	07	08	09	07	08	09
ELA	26	24	38	32	35	41	43	46	50
Math	37	32	51	31	35	39	40	43	46
Science	18	26	23	28	36	40	38	46	50

Note: Scores are not shown when the number of students tested is 10 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 by Student Group (2008-09)

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 Level		
	ELA	Math	Science
African American	33	42	*
Hispanic or Latino	38	51	22
White (Not Hispanic)	50	44	*
Male	38	55	30
Female	38	48	18
Economically Disadvantaged	37	51	20
English Learners	35	49	22
Students with Disabilities	41	56	*

Note: Scores are not shown when the number of students tested is 10 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.

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 Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2006	2007	2008
Statewide	2	2	1
Similar Schools	6	5	6

API Changes 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, and the most recent API score.

Group	Actual API Change			API Score
	2006-07	2007-08	2008-09	2009
All Students	-5	6	50	736
Hispanic or Latino	-12	10	49	734
Socioeconomically Disadvantaged	-3	4	49	731
English Learners	-16	14	55	735

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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 AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate—ELA	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—ELA	Yes	No
Percent Proficient—Mathematics	Yes	No
API	Yes	Yes

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or

the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grade four.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Math 2009, Grade 4	232	239	41	25	5

NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level-Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grade four.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Language Learners	Students with Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Math 2009, Grade 4	79	96	84	94