

Executive Summary School Accountability Report Card, 2008-09

For: Bowling Green Elementary

Address: 4211 Turnbridge Dr. **Phone:** (916)433-5426
Principal: Elizabeth Aguirre, Principal (Chacon Academy) **Grade Span:** K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The mission is proficiency for all children.

Enrollment at our charter school totaled 680 students for the 2008-09 school year. Bowling Green offers two small learning communities: Chacon Language & Science Academy and The McCoy Academy of Excellence. Students are admitted on a first come, first served basis and must complete a reservation form annually. The school's attendance area covers the entire state. Students enrolled in the Center for Physically and Health Impaired (PHI) need a Special Education IEP.

There are 25 students in each primary classroom. There are approximately 28 students in each intermediate classroom. There are four special day classes for 25 PHI students. An additional 10 PHI students are fully included in general education classes.

Bowling Green has been a charter school since 1993. The school's charter governs the school. As a charter school, Bowling Green is exempt from most state laws governing schools. Bowling Green, however, must still meet state academic standards and participate in the statewide testing program.

The Ken McCoy Academy for Excellence focus is on Looping and the Chacon Language and Science Academy focus is on an Immersion program and a conversational Spanish program. The Physically and Health Impaired will continue to serve students with special physical needs.

Each department will continue with two major curriculum parts at Bowling Green. The first part is the social skills curriculum. The second part is the academic curriculum. The social skills curriculum includes teaching students how to resolve conflict, how to live by the five school rules, how to live by a set of Lifeskills, how to live by a basic set of Lifelong Guidelines, and how to believe that if you work hard you can get smarter. We believe that smart is something you become. It is not something you have when you are born. Teachers support students by providing them a safe learning environment. Students are expected to meet California State Standards. The Brain Compatible approach takes into consideration different learning styles. Teachers use Blooms Taxonomy to plan instruction. Students are moved from knowledge to higher order thinking by having them prove and disprove their responses.

Having confidence is the first step in getting smarter. The next step is effective effort, which is more than just working hard. Working hard can get you nowhere. Effective effort, however, will get you somewhere. Effective effort is characterized by:

- 1) tenacious engagement with what you are doing,
- 2) use of feedback from a continuous data stream, and
- 3) ongoing strategizing based on the feedback.

Then you will get smarter! That's what our charter school is all about: getting smarter!

Student Enrollment

Group	Enrollment
Number of students	701
African American	15%
American Indian or Alaska Native	1%
Asian	20%
Filipino	2%
Hispanic or Latino	54%
Pacific Islander	3%
White (not Hispanic)	5%
Multiple or No Response	0%
Socioeconomically Disadvantaged	90%
English Learners	52%
Students with Disabilities	13%

Teachers

Indicator	Teachers
Teachers with full credential	39
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The latest facility inspection was completed July 14, 2009.

Repairs Needed

There were no major deficiencies noted at this time.

Corrective Actions Taken or Planned

None at this time

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	38%
Mathematics	52%
Science	24%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,774
District	\$6,011
State	\$5,512

Academic Progress

Indicator	Result
2009 API Growth Score (from 2009 API Growth Report)	746
Statewide Rank (from 2008 API Base Report)	2
2009-10 Program Improvement Status (PI Year)	In PI

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

Bowling Green Elementary School Accountability Report Card Reported for School Year 2008-09 *Published During 2009-10*

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 California Department of Education (CDE) 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.

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

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Bowling Green Elementary	District Name	Sacramento City Unified
Street	4211 Turnbridge Dr.	Phone Number	916-643-9000
City, State, Zip	Sacramento, CA, 95823-1999	Web Site	www.scusd.edu
Phone Number	(916)433-5426	Superintendent	Jonathan Raymond
Principal	Elizabeth Aguirre, Principal (Chacon Academy)	E-mail Address	superintendent@sac-city.k12.ca.us
		CDS Code	34-67439-6033799

School Description and Mission Statement (School Year 2008-09)

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

The mission is proficiency for all children.

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Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name	Rachel Lane, Principal McCoy Elizabeth Aguirre, Principal Chacon	Contact Person Phone Number	916 433-5426 916 433-7321
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Parents have an opportunity to participate as a member of the following committees: School Site Council, English Learners Advisory Committee, Steering Committee, Safety Committee, and PTA. Each small learning community can have their own parent support group. In addition, parents can volunteer in class, go on field trips with their child's class, and participate in special events such as Book Fair and Field Day.

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	99	Ungraded Elementary	0
Grade 1	103	Total Enrollment	701
Grade 2	100		
Grade 3	101		
Grade 4	98		
Grade 5	89		
Grade 6	111		

Student Enrollment by Group (School Year 2008-09)

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
African American	15	White (not Hispanic)	5
American Indian or Alaska Native	1	Multiple or No Response	0
Asian	20	Socioeconomically Disadvantaged	90
Filipino	2	English Learners	52
Hispanic or Latino	54	Students with Disabilities	13
Pacific Islander	3	---	---

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				2007-08				2008-09			
	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	20	5	0	0	20	4	1	0	17	6	0	0
1	20	4	1	0	19	5	0	0	20	5	0	0
2	19	4	0	0	19	4	0	0	20	4	0	0
3	19	4	0	0	18	4	0	0	19	5	0	0
4	24	0	3	0	23	1	2	0	23	1	3	0
5	21	2	1	0	23	0	2	0	22	1	3	0
6	24	0	4	0	23	1	3	0	26	0	4	0
K-3	19	2	0	0	21	1	1	0	21	0	1	0
3-4	0	0	0	0	0	0	0	0	0	0	0	0
4-8	23	0	3	0	22	0	3	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

III. School Climate

School Safety Plan (School Year 2008-09)

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

Date of Last Review/Update	November, 2009	Date Last Discussed with Staff	November, 2009
<p>The school site has complied with all of the components of the Comprehensive Safe School Plan as required by Ed. Code and recent Legislation.</p> <p>The comprehensive school safety plan includes the following: Assessing the current status of school crime committed on the school campus and at school-related functions. Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which include the development of the following: Child abuse reporting procedures Disaster procedures, routine and emergency Fire drills Earthquake emergency procedure system Campus intruder "lock down" Flood, evacuation of the site Parent/student reunification Policies on suspension, expulsion, or mandatory expulsion recommendations</p>			

Procedures to notify teachers of dangerous pupils
 Discrimination and harassment policy
 School-wide dress code
 Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
 Safe and orderly environment conducive to learning
 Rules and procedures on school discipline
 Hate crime reporting procedures

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0	2	5	14.6	15.9	19.3
Expulsions	0	0	0	0.1	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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.

General

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 and at the district Facilities/Maintenance and Operations office.

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.

Age of School Buildings

The main campus was built in 1957. This school has 21 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 19 portables.

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.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

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, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects (if applicable)

The district's governing board has approved a deferred maintenance 5-year plan. The complete deferred maintenance plan is available at the district office.

Modernization Projects (if applicable)

During the 2004 and 2005 modernization, renovations and upgrades were made in the following areas: health and safety, site interior, exterior, plumbing, roofing and miscellaneous upgrades.

New School Construction Projects (if applicable)

N/A

School Facility Good Repair Status (School Year 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

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
	2006-07	2007-08	2008-09	2008-09
With Full Credential	45	43	39	2222
Without Full Credential	0	0	0	98
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	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

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 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 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 NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97	3
All Schools in District	99.1	0.9
High-Poverty Schools in District	99.0	1.0
Low-Poverty Schools in District	97.3	2.7

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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		
Library Media Teacher (Librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse	1	n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)		n/a
Other	3	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, 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 Instructional Materials
Reading/Language Arts	Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook Sufficiency data is collected annually during the second week of school (September 2009).	0%
Mathematics		0%
Science		0%
History-Social Science		0%
Foreign Language		0%
Health		0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)		0%

**Sacramento City Unified School District
Core Curriculum**

Elementary Grades (K-6)

Core Curriculum Areas	Grade Level(s)	District Adopted Textbooks/Materials
Reading/Language Arts	K-6	<i>Open Court Reading, 2002</i>
English Language Development	K-3	<i>Moving Into English, 2004</i>
English Language Arts Intervention	K-6	<i>High Point, 2002</i>
English Language Development	4-6	<i>Avenues, Hampton Brown, 2002</i>
Mathematics	K-6	<i>California Math, Macmillan McGraw-Hill, 2009</i>
Science	K-6	<i>McMillian McGraw-Hill California Science, 2008</i>
History/Social Science	K-6	<i>McMillian McGraw-Hill California Vistas, 2007</i>

VIII. School Finances

Expenditures Per Pupil 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 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)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,277	\$503	\$6,774	\$60,644
District	---	---	\$6,011	\$60,464
Percent Difference – School Site and District	---	---	12.7%	0.3%
State	---	---	\$5,512	\$67,049
Percent Difference – School Site and State	---	---	22.9%	-9.6%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Supplemental Services

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school.

Services throughout the district include:

Class Size Reduction

Tutoring

Supplemental instructional materials and books in mathematics, reading/language arts and ELD

Extended Day/Year/ Summer school

Enrichment programs

Access to technology

AVID/MESA Programs

Parent Education/Family Nights

Social Services (Healthy Start)

Student/Family Primary Language Support

Translation for Home-School Communication

Counseling (academic and career)

Gifted and Talented Education (GATE)

Special Education

10th Grade Counseling

Professional Development

Support Staff, such as nurses, instructional assistants, parent advisors, and counselors

Supplemental Education Services

School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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	\$39,885	\$42,065
Mid-Range Teacher Salary	\$52,419	\$67,109
Highest Teacher Salary	\$86,028	\$86,293
Average Principal Salary (Elementary)	\$98,946	\$107,115
Average Principal Salary (Middle)	\$101,101	\$112,279
Average Principal Salary (High)	\$116,489	\$122,532
Superintendent Salary	\$253,504	\$216,356
Percent of Budget for Teacher Salaries	36.30%	39.40%
Percent of Budget for Administrative Salaries	5.70%	5.50%

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 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>. *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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	28	33	38	39	43	46	43	46	50
Mathematics	38	42	52	38	42	44	40	43	46
Science	12	14	24	29	39	42	38	46	50

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 – 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
African American	32	39	20
American Indian or Alaska Native	*	*	*
Asian	49	64	37
Filipino	*	*	*
Hispanic or Latino	34	52	18
Pacific Islander	46	23	*
White (not Hispanic)	46	50	
Male	34	48	22
Female	42	57	26
Economically Disadvantaged	37	52	23
English Learners	27	47	3
Students with Disabilities	31	40	*
Students Receiving Migrant Education Services	*	*	

California Physical Fitness Test Results (School Year 2008-09)

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	20.2	31.5	19.1

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	2006	2007	2008
Statewide	3	3	2
Similar Schools	4	4	3

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, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-7	-5	51	746
African American				
American Indian or Alaska Native				
Asian	-29	-7	80	794
Filipino				
Hispanic or Latino	0	9	42	734
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	-17	7	54	744
English Learners	-16	4	62	752
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB 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 2008-09)

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 - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program (School Year 2009-10)

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
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2008-2009
Year in Program Improvement	Year 3	Year 2
Number of Schools Currently in Program Improvement	---	38
Percent of Schools Currently in Program Improvement	---	42.7

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.

Professional Development is an essential component of effective instruction and student learning. The District has developed a responsive and comprehensive research-based professional development plan with an in-depth focus on English Learners, Algebra, and culturally and linguistically responsive pedagogy. In addition to the required 18-hours of professional development, district staff is provided growth opportunities throughout the year; i.e. after school, during summer vacation, and on some Saturdays. The wide spectrum of offerings reflects the specific needs identified by individual school sites and are aligned with the district strategic plan. Key focus areas include: Instructional Leadership, Instructional Practices, Assessment, Curriculum Development, and Understanding the Learning Process. Professional development is coordinated under the direction of Education Services Administrators in support of school site staff.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

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/>.

National Assessment of Educational Progress 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 grades four and eight.

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

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

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
Mathematics 2009, Grade 4	79	96	84	94