

Leataata Floyd Elementary School

401 McClatchy Way • Sacramento, CA 95818 • 916.264.4175 • Grades PreK-6

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2012-13 School Accountability Report Card Published During the 2013-14 School Year



Sacramento City Unified School District

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District Administration

Sara Noguchi, Ed.D., Interim
Superintendent

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 916.264.4175.

School Description

Pillar I: Career- and College-Ready Students
Pillar II: Family and Community Engagement
Pillar III: Organizational Transformation

2013-2014 will extend the work begun last year at Leataata Floyd Elementary School. Simply put, student voice and youth culture will continue to be central to all redesign efforts at the school. Every child will be conscious of and in control of their academic trajectory. Students will know what they want to get out of their educational experience, what is expected of them in school, and how to realize their dreams and get the appropriate support/assistance to aid this journey.

Every adult will be consistent and collaborative in supporting the school's greatest asset; students. All adults will work tirelessly to support our student's realization of their academic trajectory. Parents, teachers, principals, and students will engage yearly to discuss our dreams for the future. Together, the adults and children will set specific goals for the future; goals that will be written down, published, and revisited monthly. All decisions in the school (academic, instructional, budgetary, even scheduling) will be made in support of attaining these goals.

The student's academic destinations will be directly infused into a public document called an "individual learning plan." ILP's will be the central document of student learning portfolio that shall follow every student from kindergarten at Leataata Floyd to sixth grade. Instruction will be developed, delivered, and refined around these plans. Teaching and learning systems will be determined to support these goals and consistently structured and delivered by all adults. This means that instruction will be created to match student needs, not the other way around.

Finally, every adult will commit themselves to work in a collegial and collaborative way to support student progress. The instructional staff will focus on the research based forums for accelerated academic improvement; nonfiction writing, Positive Behavior Intervention and Support, Culturally/Linguistically Responsive Teaching strategies, data analysis, Mindful practices, Restorative Justice Practices, Inclusive Practices, Social Emotional Learning, and common/collaborative instructional planning. By focusing on these four things, and practicing them relentlessly until our school becomes great at all four, the adults at Leataata Floyd will accelerate student academic achievement. Our students will leave Leataata Floyd know what they want out of their experience in Sacramento City Unified School District, how to get help accomplishing their goals, and will have the skills and confidence to succeed.

Mission:

The mission of the redesign efforts at Leataata Floyd Elementary School will be to focus on three targets- Academic Instruction, Core Belief Systems, and Engaging our Students, Families, Communities. To use a catch phrase; "We hold an ACE up our sleeves!" to promote student success. These targets reflect the SCUSD strategic plan pillars (Academic Instruction=Career and College Ready Students, Core Belief Systems= Organizational Transformation, Family and Community Engagement= Engaging our Students, Families, and Communities) and will align our design efforts to increase student performance. These focus areas will be extended/ developed/ refined with the leadership team continually.

Opportunities for Parental Involvement

Currently parents are involved through the SITE Council, and ELL committee. Parents are also asked to volunteer in classrooms and help during special programs or productions. If you are interested in helping out in any way, contact Billy Aydlett, Principal or Rachel Webb, School Social Worker at (916) 264-4175.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	48
Gr. 1	59
Gr. 2	48
Gr. 3	46
Gr. 4	37
Gr. 5	31
Gr. 6	30
Total	299

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	54.5
American Indian or Alaska Native	0.7
Asian	7.0
Filipino	0.7
Hispanic or Latino	20.1
Native Hawaiian/Pacific Islander	6.7
White	3.3
Two or More Races	6.7
Socioeconomically Disadvantaged	100.0
English Learners	15.1
Students with Disabilities	16.4

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
	11	12	13	1-20			21-32			33+		
	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	25	25.5	24	0	0		2	2	2	0	0	
Gr. 1	20.5	26	30	1	0		1	2	2	0	0	
Gr. 2	25	24.5	24	0	0	1	2	2	1	0	0	
Gr. 3	24	21	23	0	2	1	1	0	1	0	0	
Gr. 4	33	37	37	0	0		0	0		1	1	1
Gr. 5	29	31	31	0	0		1	1	1	0	0	
Gr. 6	29	33	30	0	0		1	0	1	0	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	36	12.9	4.9
Expulsions Rate	0	0	0.0
Districtwide	10-11	11-12	12-13
Suspensions Rate	17.1	16.2	6.1
Expulsions Rate	0.03	0.03	0.0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive Safe School Plan (CSSP) was updated and shared with staff in October 2010. The CSSP includes assessing the current status of school crime committed on the school campus and at school-related functions. It identifies appropriate strategies and programs that 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
- 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

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2013

The main campus was built in 1952. This school has 23 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 6 portables. During the 2000 modernization, renovations and upgrades were made in the following areas: health and safety, HVAC, portable buildings and miscellaneous upgrades.

The district takes great efforts to ensure that all schools are clean, safe, and functional. 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 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.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	12	11	15
Without Full Credential	0	0	1
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	1716
Without Full Credential	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on ELA Common Core State Standards, Math Common Core State Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	98.7	1.3
High-Poverty Schools	98.6	1.4
Low-Poverty Schools	99.6	0.4

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Social/Behavioral or Career Development Counselor	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	0.0

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,324	\$3,628	\$4,696	\$55,702
District	♦	♦	\$4,861	\$67,705
State	♦	♦	\$5,537	\$69,704
Percent Difference: School Site/District			-3.4	-17.7
Percent Difference: School Site/ State			-15.2	-20.1

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,885	\$41,462
Mid-Range Teacher Salary	\$52,419	\$66,133
Highest Teacher Salary	\$86,028	\$85,735
Average Principal Salary (ES)	\$98,999	\$107,206
Average Principal Salary (MS)	\$101,155	\$111,641
Average Principal Salary (HS)	\$116,646	\$122,628
Superintendent Salary	\$238,303	\$225,176
Percent of District Budget		
Teacher Salaries	34.2%	38.3%
Administrative Salaries	5.4%	5.1%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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
- MESA Programs
- Parent Education/Family Nights
- Social Services
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses and instructional assistants
- 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2012

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.

Elementary School		
Title	Subject	Date of Publication
Open Court Reading, SRA	Reading/Language Arts	2002
Moving Into English, Harcourt	English Language	2004
High Point, Hampton Brown	English Language Arts	2002
Avenues, Hampton Brown	English Language	2002
California Mathematics, Macmillan McGraw-Hill	Mathematics	2009
California Science, McMillian McGraw-Hill	Science	2008
California Vistas, McMillian McGraw-Hill	History/Social Science	2007
Middle School		
Title	Subject	Date of Publication
REACH!	Reading Development	2002
LANGUAGE! Sopris West	Reading Development	2005
High Point, Hampton Brown	Reading Development	2001
Holt Literature and Language Arts, Course 1 Holt, Rinehart, Winston	Language Arts	2003
Holt Literature and Language Arts, Course 2 Holt, Rinehart, Winston	Language Arts	2003
High Point, Hampton Brown	English Language	2001
Prentice Hall Mathematics, California Pre-Algebra, Pearson Prentice Hall,	Mathematics	2009
Prentice Hall Mathematics, California Algebra, Pearson Prentice Hall	Mathematics	2009

Geometry, McDougal Littell	Mathematics	2004
Life Science, Holt, Rinehart and Winston	Science	2007
Focus on Physical Science, Glencoe/McGraw-Hill	Science	2007
History Alive! Medieval World and Beyond, Teachers' Curriculum Institute (TCI)	History	2005
History Alive! The United States Through Industrialism, Teachers' Curriculum	History	2005
High School		
Title	Subject	Date of Publication
Holt Literature and Language Arts, Course 3	English 9	2003
Holt Literature and Language Arts, Course 4	English 10	2003
Holt Literature and Language Arts, Course 5	English 11	2003
Holt Literature and Language Arts, Course 6	English 12	2003
Short Takes, Model Essays for Composition, Ninth edition, Pearson Longman	English 11 AP	2007
The Well Crafted Argument, A Guide and Reader, Third edition, Houghton Mifflin	English 11 AP	2008
Literature: Reading, Fiction, Poetry and Drama, 6th edition, Glencoe/McGraw-Hill	English 12 AP	2007
Perrine's Literature: Structure, Sound, and Sense, Tenth edition, Wadsworth	English 12 AP	2009
Visions, Levels Basic and A, Student Workbooks, Levels Basic and A, Heinle & Heinle	English Language Development- -Beginning	2003
Visions, Levels Basic and B and C, Student Workbooks, Levels Basic and B and C, Heinle & Heinle	English Language Development- -Intermediate	2003
LANGUAGE! Sopris West	Reading Development	2005
Prentice Hall Mathematics, California Algebra, Pearson Prentice Hall	Algebra 1	2009
Algebra and Trigonometry, Structure and Method, Book 2, McDougal Littell	Advanced Algebra	2000
Algebra 2, McDougal Littell	Advanced Algebra	2001
Geometry: Measuring Reasoning, McDougal Littell	Geometry	2004
Algebra 2 (California Edition), Pearson Prentice Hall	Algebra 2 and/or Advanced	2004
Precalculus with Unit-Circle Trigonometry, 4th ed., David Cohen, Thomson	Pre Calculus	2006
Precalculus 3rd ed., Robert Blitzer, Pearson Prentice Hall	Pre Calculus	2007
Precalculus with Limits 5th ed., Larsen, Hostetler and Edwards, Houghton Mifflin	Pre Calculus	2008
Algebra and Trigonometry with Analytic Geometry, 9th Edition, Brooks and Cole	Advanced Pre Calculus	1997
Calculus: Graphical, Numerical, Algebraic, 3rd ed (AP edition) Pearson Prentice Hall	Calculus AB or BC	2007
Calculus: Single Variable with Vector Functions, 1st ed. Thomson Brooks/Cole	Calculus AB or BC	2007
Calculus of a Single Variable, 8th edition, Houghton Mifflin	Calculus AB or BC	2006
World Geography, McDougal Littell	Geography	2006
World Cultures and Geography, McDougal Littell	Geography SDAIE	2003
World Geography and Cultures, Globe Fearon	Geography SDAIE	2002
World History Human Legacy, Holt, Rinehart and Winston	World History	2008
World History, 5th ed. Duiker and Spielvogel, Thomson Wadsworth	World History AP	2007
Document Exercise Workbook for World History, Volume I & II, Thomson	World History AP	2007
American Anthem Modern American History, Holt, Rinehart and Winston	U.S. History	2007
The American Journey: A History of the United States, Prentice Hall	U.S. History AP	2001
Magruder's American Government, Pearson Prentice Hall	U.S. Government	2005
American Government, 9th Edition, Houghton Mifflin	U.S. Government AP	2004
Economics Principles in Action, Pearson Prentice Hall	Modern Economics	2007
Invitation to Psychology. Prentice Hall	Psychology AP	2008
Holt Earth Science, Holt, Rinehart and Winston	Physical Science	2006
Biology: The Dynamics of Life, Glencoe	Biology/Biophysical Science	2005
Modern Biology, Holt, Reinhart, and Winston	Biology/Biophysical Science	2002
Biology, Prentice Hall	Biology/Biophysical Science	2004
BSCS Biology: A Molecular Approach, Glencoe	Molecular Biology	2001
Biology, 8th ed. (AP) Pearson, Benjamin Cummings	Biology AP	2008
Chemistry, Matters and Change, Glencoe/McGraw-Hill	Chemistry	2005

Holt Modern Chemistry, Holt, Rinehart and Winston	Chemistry	2006
Chemistry: The Central Science, 11th edition, Prentice Hall	Chemistry AP	2008
Chemistry, 7th ed, (AP Edition), Houghton Mifflin	Chemistry AP	2007
Conceptual Physics, 9th Edition, (Addison Wesley)	Physics	2002
Physics: Principles and Problems, Glencoe/McGraw-Hill	Physics	2005
Physics, 6th edition, John Wiley and Son, Inc.	Physics AP	2004
Hole's Essentials of Human Anatomy and Physiology, 8th Edition, McGraw-Hill	Human Anatomy and	2003

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	29	26	16	48	50	48	54	56	55
Math	44	39	23	48	48	47	49	50	50
Science	57	12	7	49	52	50	57	60	59
H-SS				44	44	46	48	49	49

Internet Access

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

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	47	50	46
All Student at the School	16	23	11	
Male	15	22	14	
Female	18	25	7	
Black or African American	14	22	13	
American Indian or Alaska Native				
Asian	31	54		
Filipino				
Hispanic or Latino	16	26		
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	16	23	11	
English Learners	4	8		
Students with Disabilities	20	22		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	6.5	16.1	

DataQuest

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

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	28	-29	-90
Black or African American	35	-38	-70
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	26	-25	-92
English Learners			
Students with Disabilities			

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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	1	1	1
Similar Schools	2	5	2

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	63	
Percent of Schools Currently in Program Improvement	88.7	

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	170	31,030	4,655,989
	API-G	579	760	790
Black or African American	Students	96	4,853	296,463
	API-G	582	677	708
American Indian or Alaska Native	Students	1	246	30,394
	API-G		684	743
Asian	Students	14	5,794	406,527
	API-G	628	809	906
Filipino	Students	0	379	121,054
	API-G		834	867
Hispanic or Latino	Students	38	11,564	2,438,951
	API-G	555	728	744
Native Hawaiian/Pacific Islander	Students	11	550	25,351
	API-G	541	722	774
White	Students	1	6,095	1,200,127
	API-G		831	853
Two or More Races	Students	9	1,543	125,025
	API-G		808	824
Socioeconomically Disadvantaged	Students	170	22,778	2,774,640
	API-G	579	731	743
English Learners	Students	30	9,376	1,482,316
	API-G	575	709	721
Students with Disabilities	Students	40	4,346	527,476
	API-G	528	599	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	Yes