

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	Kaiser Elementary	District Name	Newport-Mesa Unified School District
Street	2130 Santa Ana Ave	Phone Number	(714) 424-5000
City, State, Zip	Costa Mesa, CA 92627	Web Site	www.nmusd.us
Phone Number	(949) 515-6950	Superintendent	Dr. Jeffrey Hubbard
Principal	Gerald Vlastic	E-mail Address	superintendent@nmusd.us
E-mail Address	gvlastic@nmusd.us	CDS Code	30-66597-6029359

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

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

Each morning you can hear the halls reverberating with our school motto as children recite the Kaiser pledge, "I am a proud professional Kaiser student, each day I will do my best. I will respect my school, others, and myself." Students rely upon the wisdom, expertise, and energy of the staff to guide commitment to professionalism and citizenship. Students feel like they "belong" because teachers, parents, and staff strive to foster relationships with each family. Kaiser's mindset is to provide meaningful and powerful differentiated instruction for all students. We do this by implementing state standards, targeting individual student goals focusing on academic and social emotional development across all areas in a child's life. Our focus also addresses health, citizenship, extra curricular, and performing/visual/musical arts necessary for a well balanced curriculum. Students understand that they are cared for and valued as part of a community of life-long learners.

Kaiser Elementary School, is centrally located in Costa Mesa. Housing in our area is diverse, consisting of single-family homes, and motels. After students complete sixth grade at Kaiser Elementary School, they attend Horace Ensign Intermediate School for grades seven and eighth, and then Newport Harbor High School.

Students recognize that education is their profession at this stage of their lives and demonstrate their respect for that profession through their behavior, respect for others, and performance in their academic work. Stemming from the Vision to continually "Build A Community of Lifelong Learners"- Mission Statement, everyone at Kaiser Elementary believes that all students can learn and succeed. Through a shared partnership among students, staff, and parents, the Kaiser Elementary goal: is to provide the strongest foundation for every child, helping each find success now and throughout his/her lifetime.

Science Club is offered after school weekly for those students with an interest for more science learning, particularly hands-on inquiry and discovery learning experiences. Our Whatever It Takes Program (WEIT) services before school and after school tutoring by certificated teachers. Focusing on English language Arts (ELA) standards support for each grade, these small groups allow students who are at risk and extended day learning opportunity. The WEIT program runs Nov. through April. WEIT teachers collaborate with home room teachers on student progress.

Other strategies used to support our vision for student success include field trips and on-campus special events established in each grade level's programs, often supported through community partnerships. These exciting activities are linked to reading, writing, research, speaking, and other skills that are applied in the process of learning social studies, science, or connecting meaning through real-life situations. Our Third graders experience: the Kellogg House where students learn what life was like 100 years ago; Bower's Museum provides a visual presentation of indigenous cultures; and Environmental Nature Center demonstrates how people impact their environment. Fourth graders team in Mission Building Day, where they research, design, scale, and construct a California mission; participate in a Gold Rush simulation; visit Mission San Juan Capistrano; and explore environmental studies at the Environmental Nature Center. Our Fifth Graders visit: Knott's Independence Hall during the American heritage unit; Crystal Cove Science Ecosystems to support marine life study; Nautical Museum; and the Orange County Philharmonic. Sixth Graders go to Bower's Museum and Knott's Energy in Motion and participate in a four-day Outdoor Science Camp in our local mountains.

Character education is integrated across the strands at Kaiser. Students respect themselves and others, as evidenced in Student Council, Knight's Arcade, Scholars Lunch program and Knights of the Round Table. Instituting a universal "professional student" accountability system has reduced disciplinary infractions by 33% over the last year. Positive behavior is rewarded at flag decks, class celebrations, principal's awards, "Bunny Hugs," and monthly "Professional Student" awards. Tolerance training reinforces the idea of Celebrating Our Differences as an ongoing theme. Our 3rd graders attend a Disability Awareness assembly where they can feel, touch, see, interact, and empathize with what it is like to have hearing, visual, and mobility disorders.

PE/health curricula train students on exercise techniques and nutrition. All 4-6th graders take the Presidential Physical Fitness test annually, and students are making year-to-year improvements across all grade levels. The PE curriculum focuses on incorporating healthy behaviors into daily life and developing a drug-free lifestyle. Parents/students are encouraged jointly by Parent Faculty Organization (PFO), Student Council, and Nutrition Services to pack healthy snacks/lunches and incorporate foods with less sugar. Health curriculum prevention programs include Red Ribbon Week, anti-tobacco education, growth and development, and hygiene. Students participate in a Feel Good Mileage Club; 4th graders are collectively walking the length of the California coastal missions; and 5th graders are walking the length of the early colonies.

Opportunities for Parental Involvement (School Year 2008-09)

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

Parents are partners in the education of their children at Kaiser. They regularly work in classrooms, chaperone field trips, and help with special projects around the school. We are indeed fortunate to have such a supportive parent community. On average, parents volunteer over 1200 hours per year to support the academic and enrichment opportunities provided at Kaiser Elementary School.

The Parent Faculty Organization (PFO) has contributed to the enrichment of all students through programs such as Art Masters, Walk Through History, purchasing Authors for Authors' Festival, along with other meaningful assemblies partnering with the Orange County Performing Arts Center.

Students attend a school where there is a visual reminder of this parent partnership evidenced throughout the campus with improvements such as colorful tiled water fountains, a message board for parent information, a beautiful entry with sitting areas for parents and students during the before/after school rush.

The PFO has also generously supported our classrooms and school library with new books and equipment, along with indoor and outdoor play equipment and games for student health and wellness.

The City of Costa Mesa maintains the baseball, soccer and track fields, which are used by Kaiser students and sports associations in the local community. PFO after school enrichment classes in French, music, art, drama, martial arts, cooking, calligraphy, acting, and dance (among others) provide Kaiser families with additional extracurricular opportunities to give balance to fostering the talents of the "whole child".

Working together in this empowering environment, Kaiser students are given a strong foundation to become lifelong learners equipped to make their own contribution to society.

Kaiser prides itself on the extensive open lines of communications within the Kaiser community, which extends beyond the parental homes to the community at large. Using communication networks for parents on the internet, websites (kaiser.nmusd.us) , and our monthly newsletter the Knightline, parents have access to a host of information that informs them of the dynamic school improvement goals, assessment results, school focus, school vision, school events and school needs for the year. Administration meets routinely with key volunteers, classified and certificated staff, school partnerships, outside agencies and parents to keep the lines of communication fluid and ongoing. The district informs us of state, federal, and local issues that we pass along to our school community. Grade-level standards and academic and behavioral expectations are widely known by parents and the school community. The district annually provides standards brochures to parents. Standards for student performance and student behavior are also discussed and included in the Parent/Student Handbook, monthly school newsletter, and shared with parent leadership groups such as School Site Council (SSC), English Language Advisory Council (ELAC), and PFO. Currently, venues such as Back to School Night, Open House, GATE parent meetings, English Language Advisory Council (ELAC) meetings, parent conferences, and adult classes are used for broader communication of both school vision, academic and behavioral expectations, and areas targeted for refinement in school improvement. Such an approach requires a continual examination of the school's vision to meet unanticipated student needs resulting from demographic changes, new legislative requirements, and the changes in student needs both academic and social-emotional, all of which is communicated to the community at large.

Our feeder schools work with Kaiser teachers to ease student transitions. Our 3rd grade teachers cross-articulate placement with Woodland 2nd grade teachers, and Ensign 7th grade English and math teachers discuss expectations and standards with Kaiser 6th grade teachers. These meetings better equip our teachers for planning more meaningful and powerful lessons to prepare students for transition. Kaiser partners with Ensign and provides orientation days, meet-the-teacher days, Ensign Musician/Band assemblies, and a New Parent Night. The PFO-led Alumni Panel assembly allows 6th graders to hear junior high through college-age alumnus speak about their own educational and personal growth beyond elementary school, relieving anxiety for many students.

Kaiser's "open door" policy allows parents to ask critical questions and get answers to support their child academically and socially. Teachers provide assistance through conferences, phone calls, Web sites and e-mail, offering assistance with homework clarification, interventions, and maintaining communication for academic growth. To assist parents in helping their child reach grade level standards, the school rallies to provide opportunities for families to learn, such as Family Fun Science, Family Fun Reading, and Math Nights. Fun and school spirit building activities also provide means by which a family-school connection can be supported, as well as through monthly flag decks, Wacky Wednesdays, and monthly awards. Parents also participate in school day learning experiences, such as Red Ribbon Week and Jump for Heart Marathons. Students and families work together to provide needy families school supplies from Operation School Bell as well as Thanksgiving food baskets and gift certificates through our Time of Giving and Adopt-a-Family programs.

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 3	157
Grade 4	170
Grade 5	156
Grade 6	170
Total Enrollment	670

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	2.09	White (not Hispanic)	62.54
American Indian or Alaska Native	0.60	Multiple or No Response	0.15
Asian	2.24	Socioeconomically Disadvantaged	37.00
Filipino	1.34	English Learners	11.00
Hispanic or Latino	30.75	Students with Disabilities	9.00
Pacific Islander	0.30		

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+
3	19.3	11			19.9	11			19.8	10		
4	28.1		7		31.5		5	1	34.0			5
5	27.0		6		33.0		1	4	31.2		5	
6	31.7		4	2	32.4		2	3	34.0		1	4

III. School Climate

School Safety Plan (School Year 2008-09)

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

The safety of Kaiser students is a priority for the staff at Kaiser Elementary. A Disaster Preparedness Plan is in place with policies and procedures for student safety and regularly updated. Monthly drills are held for a variety of disasters so that students operate in a consistent manner with safety as a priority.

Each student is part of monthly drills for FIRE/Earthquake, and/or intruder, all designed to assist students in understanding and implementing procedures for evacuation and safety during a disaster. Teachers are trained in the areas of Search and Rescue as well as Disaster Response and monthly drills reinforce this to the entire community. Emergency bins are in each classroom and the school has a designated emergency area with various supplies essential for operating a command center in case of an actual disaster.

Tobacco Prevention is also part of our school's global health and safety vision as 4th-6th graders are trained by district personnel on how not to use drugs, alcohol and tobacco.

The playground is continually inspected for equipment and grounds safety. The district works with community organizations to develop citywide responses to disasters. Fire safety is emphasized in fourth grade with a fire prevention program. Rules of conduct emphasize the importance of safety for all students on campus.

Discipline is standardized through our Rules and Regulations in our Parent/Student Handbook and all Kaiser kids know and act in a professional learning environment.

The Kaiser school facilities are maintained with pride by two full-time maintenance staff and by the NMUSD Maintenance Department. The PFO Beautification Committee has landscaped much of the school and planted many trees. The clean, safe facilities hardly rest. When school is not in session, the City of Costa Mesa schedules soccer, basketball, after-school care, football, and baseball in the open spaces. Boy Scouts, Girls Scouts, and elections all use our facilities, showing great respect for the Kaiser campus. NMUSD runs summer programs and provides meeting space for several community-based enrichment programs.

An effective Safe School Plan is in place and reviewed annually, and school policies ensure the safety of our students. As the morning bell rings, all gates to the campus are closed and locked until dismissal. Visitors to the campus sign in at the office and wear "School Visitor" badges. Kaiser's many regular volunteers have permanent name tags, but still sign in at every visit. As vital as the school's facilities and staff are, Kaiser most highly valued asset is each individual student, who is a crucial part of our school and its culture as we endeavor to inspire him/her to pursue life-long learning as they grow to become productive global citizens.

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	6.5	2.1	2.7	8.0	8.0	6.4
Expulsions	0.0	0.0	0.0	0.3	0.3	0.3

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.

KAISER – 40,320 Classroom Sq. Ft.

This school was built in 1961. There are 31 permanent classrooms, a multi-purpose room, a library and an administration building. The school was modernized in 2005. 3 portable classrooms were constructed in 1997 and modernized in 2006. 8 portable classrooms were constructed in 2002.

389 work orders were completed for Kaiser in the 2008-2009 fiscal year. This site was last inspected on 11/04/2009.

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]	[]	[]	Work order # 130626: replace (2) missing ceiling tiles in parent resource room. Relocate fire extinguisher hanger in science classroom.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	Work order #140628: Install FGI receptacle in outlet by sink in kitchen restroom. Install FGI receptacle in room 8 near sink. Replace data outlet box in rear of MPR. Replace missing duplex outlet cover plate in room #7, west wall. Work in progress 11/16/2009.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Work order #140627: adjust pressure drinking fountains in rooms 12, 13, 32. Replace right drinking fountain control assembly on drinking fountain outside girls' restroom across from room 18. Replace missing sink faucet handle in boys' restroom across from rooms 24, 25. Work in progress 11/16/2009.
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	40	33	32	1023
Without Full Credential	0	2	0	4
Teaching Outside Subject Area of Competence	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

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	Non-NCLB Compliant Teachers
This School	100.0	
All Schools in District	98.3	1.7
High-Poverty Schools in District	100	
Low-Poverty Schools in District	99.7	0.3

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)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	2.0	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	3.0	---
Resource Specialist (non-teaching)	1.6	---
Other	1.0	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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.

The Newport-Mesa Unified School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with District and State content standards. Teachers also select supplementary instructional materials to meet the specific needs of their students. History/Social Science and Science curriculum instruction are aligned with the District and State content standards. Elementary schools also participate in the Beckman@Science Program. Individual schools also support instruction by providing a library/media center and technology resources in the classroom including computers, CD-ROM, and instructional television. Internet access is currently available in the library/media center and in many classrooms. Teachers and administrators have been trained in using the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into instruction and curriculum.

Data collected: October 2009

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
Reading/Language Arts	Houghton-Mifflin Reading: A Legacy of Literacy, 2003-All students have one student anthology or classroom Big Books and corresponding practice book.
Mathematics	McGraw-Hill Mathematics, 2001. All students have a textbook. Additionally, students in grades 1-6 have a homework practice book.
Science	Pearson Scott Foresman Science Text. All students have a textbook, Big Books and practice books. Teachers supplement this curriculum with the Hands-on, Inquiry-based science kits. Kits are provided to each classroom teacher on a rotation schedule.
History-Social Science	Pearson Scott Foresman 2007. All K-5 students have student text materials and web based support documents. 6-8 grade students – Glencoe student text materials and web based support documents.
Visual and Performing Arts	McGraw-Hill Textbooks

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
District	---	---	\$10,287	\$70,130
State	---	---	\$5,512	\$67,049

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.

Each district school receives categorical funding to provide supplemental services to assist students:

- in reaching academic proficiency
- in mastering 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, science and social science
- Programs for English Language Learners
- 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

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	\$44,853	\$42,065
Mid-Range Teacher Salary	\$71,374	\$67,109
Highest Teacher Salary	\$93,923	\$86,293
Average Principal Salary (Elementary)	\$106,885	\$107,115
Average Principal Salary (Middle)	\$118,152	\$112,279
Average Principal Salary (High)	\$121,935	\$122,532
Superintendent Salary	\$237,073	\$216,356
Percent of Budget for Teacher Salaries	34.9	39.4
Percent of Budget for Administrative Salaries	6.2	5.5

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	60	70	74	55	57	61	43	46	50
Mathematics	66	76	78	49	51	55	40	43	46
Science	58	82	72	52	58	64	38	46	50
History-Social Science				45	47	55	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	82	73	*	
American Indian or Alaska Native	*	*		
Asian	86	93	*	
Filipino	*	*	*	
Hispanic or Latino	57	69	50	
Pacific Islander	*	*	*	
White (not Hispanic)	82	82	85	
Male	72	80	78	
Female	76	76	64	
Economically Disadvantaged	62	69	57	
English Learners	27	54	31	
Students with Disabilities	52	60	75	
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	17.8	29.3	31.8

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	8	8	9
Similar Schools	8	10	10

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	15	33	20	893
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	18	35	23	831
Pacific Islander				
White (not Hispanic)	16	32	14	920
Socioeconomically Disadvantaged	34	34	28	845
English Learners				
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	Yes
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

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		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	7
Percent of Schools Currently in Program Improvement	---	21.9

XI. 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.

For the past 3 years there have been 2 pupil free staff development days.

XII. 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 and English language learners 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 (Outside Source).

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.

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		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	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
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92