



**South Fork Elementary School
School Accountability Report Card
2009-2010**

Published during the 2010-2011 school year

South Fork Elementary School is a
California Distinguished School



Modoc Joint Unified School District Mission Statement

The mission of the Modoc Joint Unified School District is to provide a quality education by leading, assisting, and motivating all students to establish and achieve goals to become responsible and productive citizens

The mission of South Fork Elementary School is to provide a quality education by leading, assisting, and motivating all students to establish and achieve goals to become responsible and productive citizens.

South Fork Elementary School is a FRIENDLY SCHOOL

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School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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. 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 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 2010-11)

| School | | District | |
|------------------|---------------------------------------|----------------|-------------------------------|
| School Name | South Fork Elementary | District Name | Modoc Joint Unified |
| Street | Highway 395 and County Road 45 | Phone Number | 530-233-7201 |
| City, State, Zip | Likely, CA 96116-0115 | Web Site | www.modoc.k12.ca.us |
| Phone Number | 530-233-7201 | Superintendent | Lane Bates |
| Principal | Barry Barnhart | E-mail Address | lbates@modoc.k12.ca.us |
| E-mail Address | bbarnhart@modoc.k12.ca.us | CDS Code | 25- 73585- 6025878 |

School Description (School Year 2009-10)

Buildings

Everyone at **South Fork Elementary School** takes pride in our well maintained campus and our excellent facilities. The school has two classrooms, a multi-purpose room with a stage, a cafeteria/library with computer stations, and a room that serves as an art room and computer lab. Five rooms, in all are connected to the internet. District maintenance and custodial crews are outstanding in keeping the site in excellent condition. Many of the buildings are older, but have been improved recently using state renovation funds. The building has been improved with permanent

walls and new lighting, doors, windows, and carpeting. New Smart Boards are in both classrooms.

Library

The school library contains many books and materials in both English and Spanish. Our library schedule allows students regular access to books, and our teachers and instructional aides provide assistance in reading selection to our students. The library also has student computers connected to the internet.

Computers

All computers are connected to the school server and the internet; and, on average, there are five students to a computer. Students use computers to take Accelerated Reader quizzes on books they have read or to complete written assignments. They also use them as independent workstations to reinforce standards-based skills

Opportunities for Parental Involvement (School Year 2009-10)

Parents are an integral part of our success. Parent participation on the School Site Council is crucial for the development of our School Site Plan and for overseeing the use of state and federal funding. Our PTO supports and sponsors fund-raising events. Parents play a vital role in the classroom, volunteering for special events or for daily classroom support. We encourage parents to become involved in their child's education. We believe that our working together will help their child to succeed. We invite parents to attend awards assemblies when their child is receiving an award. The contact person for parent involvement is Barry Barnhart. His phone number is (530) 233-7201, extension 404.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school. **In 2010-2011 South Fork is a K-5 school.**

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 3 |
| Grade 1 | 3 |
| Grade 2 | 5 |
| Grade 3 | 4 |
| Grade 4 | 4 |
| Grade 5 | 3 |
| Grade 6 | 4 |
| Grade 7 | 2 |
| Grade 8 | 5 |
| Total Enrollment | 33 |

Student Enrollment by Group (School Year 2009-10)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| African American | 0.0 % |
| American Indian or Alaska Native | 0.0 % |
| Asian | 0.0 % |
| Filipino | 0.0 % |
| Hispanic or Latino | 64.3 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White (not Hispanic) | 35.7 % |
| Two or More Races | 0.0 % |
| Socioeconomically Disadvantaged | ** % |
| English Learners | ** % |
| Students with Disabilities | .6 % |

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).

In 2009-2010 South Fork was a K-8 school. In 2010-2011 it is a K-5 school

| Grade Level | 2007-08 | | | 2008-09 | | | 2009-10 | | | | | |
|-------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | 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 | 6.0 | | | | 4.0 | | | | 3 | | ** | ** |
| 1 | 3.0 | | | | 4.0 | | | | 3 | | ** | ** |
| 2 | 5.0 | | | | 5.0 | | | | 5 | | ** | ** |
| 3 | 3.0 | | | | 4.0 | | | | 4 | | ** | ** |
| 4 | 1.0 | | | | 4.0 | | | | 4 | | ** | ** |
| 5 | 5.0 | | | | 1.0 | | | | 3 | | ** | ** |
| 6 | 4.0 | | | | 3.0 | | | | 4 | | ** | ** |
| 7 | 2.0 | | | | 4.0 | | | | 2 | | ** | ** |
| 8 | 4.0 | | | | 2.0 | | | | 4 | | | |
| K-3 | 17 | 1 | | | 17 | 1 | | | 15 | 1 | | |
| 4-8 | 16 | 1 | | | 14 | 1 | | | 17 | 1 | | |

III. School Climate

Homework

All teachers distribute weekly homework packets. We ask parents to review and sign the packets and have their children read for 15–30 minutes per night. We have after school programs for tutoring and homework assistance.

Schedule

The school includes 180 instructional days. First through third grade begins at 8:05 a.m., while grades four through eight begin at 7:50 a.m. School concludes at 1:50 p.m. Our extended-day program runs from 2 p.m. to 5 p.m. We offer students a breakfast program before school. Office hours are from 8 a.m. to 11 a.m. Teachers welcome parent meetings after school. Please call the secretary for an appointment.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six

different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. There were fewer than 10 students in grades 5 and 7; therefore there are no scores to report.

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan. The physical environment of South Fork Elementary School is clean, safe, attractive, and well maintained. We check and monitor the school grounds, field, gym, and playground areas before, during, and after school. Playground equipment is up to current safety standards, and we inspect it regularly. We frequently review playground safety rules with students, and we hold fire, intruder, earthquake and bus safety drills according to California State requirements. We lock all doors after students arrive, and a front doorbell allows visitors to be screened; visitors are required to wear identification. All schools in the district participate in intruder alert drills as part of their safety plan. Teachers evaluate their classrooms monthly for safe conditions; any needed repairs are addressed immediately by the district’s maintenance staff. The site is evaluated annually by a state qualified inspector. Telephones are in all rooms in the building.

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspensions | 0.0 | 17.6 | 1.8 | 4.8 | 14.4 | 14 |
| Expulsions | 0.0 | 0.0 | 0.08 | 1.1 | 0.3 | 1.2 |

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status. The “Exemplary” rating is not an option in the current SARC. The facilities inspection occurred on September 8, 2010, conducted by Northern California Schools Insurance Group - Dirk J. Duchscherer, MS, CSP, ARM, NB, Senior Risk Control Consultant. Bathroom facilities were improved, and a new playground ramp was built.

School Facility Good Repair Status (School Year 2010-11)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | N/A | Yes | | | Completed by 12/1/2010 |
| Interior: Interior Surfaces | N/A | Yes | | | Completed by 12/1/2010 |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | N/A | Yes | | | Completed by 12/1/2010 |
| Electrical: Electrical | N/A | Yes | | | Completed by 12/1/2010 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | N/A | Yes | | | Completed by 12/1/2010 |
| Safety: Fire Safety, Hazardous Materials | N/A | Yes | | | Completed by 12/1/2010 |
| Structural: Structural Damage, Roofs | N/A | Yes | | | Completed by 12/1/2010 |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | N/A | Yes | | | Completed by 12/1/2010 |
| Overall Rating | Good | | | | |

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.

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2007-08 | 2008-09 | 2009-10 | 2009-10 |
| With Full Credential | 2 | 2 | 1 | 47 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| 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 | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|
| 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 2009-10)

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.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 100 | 0.0 |
| All Schools in District | 100 | 0.0 |
| High-Poverty Schools in District | 100 | 0.0 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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 | Classroom teacher | 33 in 2009/2010 |
| Library Media Teacher (Librarian) | Classroom teacher | N/A |
| Psychologist | Provided by MCOE | N/A |
| Social Worker | Provided by MCOE | N/A |
| Nurse | Provided by MCOE | N/A |
| Speech/Language/Hearing Specialist | Provided by MCOE | N/A |
| Resource Specialist (non-teaching) | Provided by MCOE | N/A |
| Other | Provided by MCOE | N/A |

Specialized Resource Staff:

South Fork Elementary School works with the district and Modoc County Office of Education and other Modoc County agencies to provide social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists work on an as-needed basis at our school and most work at more than one school in our district. We are concentrating on improving students' achievement through a variety of programs, including REACH, Accelerated Reader, Apangea Math, ELA and Math Intervention. Our staff welcomes parent input and communicates with parents regularly via the phone, email, student planners, and school newsletters.

Academic Guidance Counselors:

A district counselor is available at the request of teachers or parents. Classroom teachers counsel students.

Gifted and Talented Education:

Teachers often accommodate gifted and talented students in their classroom by increasing the pace of their learning. Sometimes students move up a grade or two in their area of strength but stay with their own grade for other subjects.

Special Education Program:

A Modoc County Office of Education resource specialist is available for special needs students through the Modoc County Office of Education. The county provides special education resource aide hours as needed. Students with Individualized Education Programs (IEPs) receive accommodations in the classroom according to their needs. The Modoc County Office of Education provides psychological and speech services as needed.

English Learner Program:

Our teacher is certified to teach English learners. We offer English Language Development activities in the regular classroom and encourage the parents of English learners to join our School Site Council, where they can have English translated into Spanish.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

| SUBJECT AREA | GRADE(S) | PUBLISHER | PUBLICATION | SERIES | STUDENT-TEXT RATIO | CURRENT MJUSD BOARD APPROVED | SUPPLEMENTARY MATERIALS CURRENT MJUSD BOARD APPROVED |
|----------------------------------|----------|-----------------------|-------------|----------------------------|------------------------------------|------------------------------|--|
| English/Language Arts/Literature | K, 2 - 5 | Houghton Mifflin | 2003 | Legacy of Literacy | 1:1 | Yes | Yes |
| | 1 | SRA McGraw Hill | 2002 | Open Court Reading | 1:1 | Yes | Yes |
| | K-5 | SRA McGraw Hill | 2009 | Imagine It | Used as Pilot Program in 2010-2011 | Yes | Yes |
| Mathematics | K-5 | MacMillan McGraw Hill | 2009 | California Math Concepts | 1:1 | Yes | Yes |
| Science Programs | K-3 | Delta Science | 2007 | Full Option Science Series | 1:1 | Yes | Yes |
| | 4-5 | MacMillan McGraw Hill | 2008 | California Science | 1:1 | Yes | Yes |
| Social Science | K-5 | Houghton Mifflin | 2007 | California Studies | 1:1 | Yes | Yes |
| Arts | K-5 | SRA | 2007 | SRA Connections | 1:1 | Yes | Yes |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | 7,494 | 1,242 | 6,252 | 62,063 |
| District | N/A | N/A | 7,918 | \$51,220 |
| Percent Difference – School Site and District | N/A | N/A | -21.05 | 21.17 |
| State | N/A | N/A | \$5,681 | \$56,953 |
| Percent Difference – School Site and State | N/A | N/A | 10.05 | 8.97 |

Types of Services Funded (Fiscal Year 2009-10)

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

| MJUSD FUNDING DISTRICT-WIDE SOURCES FOR 2009-2010 | | | |
|---|-----------------------|--------------------------------------|---|
| Revenue Limit Sources: 63% | Federal Revenues: 18% | State Revenues: 17% | Local Revenues: 3 % |
| State Aid Entitlement | MAA | Ag Incentive | Book Fair |
| Local Property Taxes | Title I | Flexibility Programs | Contracts and Fees (Non-resident tuition) |
| | Title I | Class size Reduction K-3 | County Block Grant |
| | ARRA | Economic Impact Aid | Interest |
| | Title II – A | English Language Acquisition Program | Rental and Facility Usage |
| | Teacher Quality | Lottery, | |
| | Title II – D | Home-to-School Transportation | Other Local Revenue |
| | EETT | Other State Revenue | ROP (MCOE) |
| | Title III - LEP | | |
| | Title VI | | |
| | RLIS | | |
| | Title VII | | |
| | Indian Education | | |
| | ARRA, SFSF | | |
| | Forest Reserves | | |

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$36,067 | \$38,591 |
| Mid-Range Teacher Salary | \$49,218 | \$55,764 |
| Highest Teacher Salary | \$64,848 | \$72,219 |
| Average Principal Salary (Elementary) | \$70,770 | \$86,327 |
| Average Principal Salary (Middle) | \$69,575 | \$91,511 |
| Average Principal Salary (High) | \$79,010 | \$94,411 |
| Superintendent Salary | \$98,000 | \$116,768 |
| Percent of Budget for Teacher Salaries | 34.80 % | 34.80 % |
| Percent of Budget for Administrative Salaries | 5.80 % | 6.40 % |

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, and science in grades two through eleven, and for 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 and mathematics for grades three through eight and science in grade five 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. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | 39 | 28 | 5 | 43 | 49 | 46 | 46 | 50 | 52 |
| Mathematics | 26 | 12 | 16 | 30 | 37 | 43 | 43 | 46 | 48 |
| Science | * | * | * | 48 | 48 | 58 | 46 | 50 | 54 |
| History-Social Science | * | * | * | 37 | 44 | 43 | 36 | 41 | 44 |

Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

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. **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.**

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|-------------------------------------|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * |
| Asian | * | * | * | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 0 | 12 | * | * |
| Native Hawaiian or Pacific Islander | * | * | * | * |
| White (not Hispanic) | * | * | * | * |
| Two or more races | * | * | * | * |
| Male | 0 | 18 | * | * |
| Female | * | * | * | * |

| | | | | |
|---|---|----|---|---|
| Economically Disadvantaged | 0 | 12 | * | * |
| English Learners | 0 | 15 | * | * |
| Students with Disabilities | * | * | * | * |
| Students Receiving Migrant Education Services | * | * | * | * |

California Physical Fitness Test Results (School Year 2009-10)

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 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 \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten 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.

| Grade Level | Percent of Students Meeting Healthy Fitness Zones | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | * | * | * |
| 7 | * | * | * |

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 on the CDE [Academic Performance Index \(API\)](#) Web page.

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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2007 | 2008 | 2009 |
|-----------------|------|------|------|
| Statewide | 2 * | 1 * | 1 * |
| Similar Schools | N/A | N/A | |

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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 |
|----------------------------------|-------------------|---------|---------|------------------|
| | 2007-08 | 2008-09 | 2009-10 | 2010 |
| All Students at the School | -13 | -19 | -76 | 568 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Pacific Islander | | | | |
| White (not Hispanic) | | | | |
| Socioeconomically Disadvantaged | | | | |
| English Learners | | | | |
| Students with Disabilities | | | | |

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

| | 2010 Growth API | | |
|----------------------------------|-----------------|----------|-------|
| | School | District | State |
| All Students at the School | 568 | 762 | 729 |
| Black or African American | * | * | 638 |
| American Indian or Alaska Native | * | * | 703 |
| Asian | * | * | 857 |
| Filipino | * | * | 812 |
| Hispanic or Latino | * | 695 | 672 |
| Native Hawaiian/Pacific Islander | * | * | 706 |
| White | * | 776 | 801 |
| Two or More Races | * | * | 747 |
| Socioeconomically Disadvantaged | * | 729 | 669 |
| English Learners | * | * | 626 |
| Students with Disabilities | * | * | 494 |

* indicates that the number of students are not statistically significant, due to few students.

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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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 | No | No |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | No |
| Percent Proficient - Mathematics | No | No |
| API | Yes | Yes |

"Yes"

Met 2010 AYP Criteria

"No"

Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2010-11)

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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

| Indicator | School | District |
|----------------------------|-----------|-----------|
| Program Improvement Status | Not in PI | Not In PI |

XII. Instructional Planning and Scheduling

Professional Development

Each month, with the exception of April, May, and June, one minimum (or shortened) day allows teachers time to meet and receive staff development based on site goals and objectives. Teachers meet informally each month to review student work, plan instruction, and review teaching strategies. These are held on non-student days. The staff has the opportunity to attend workshops and conferences through a variety of funding sources.
