

**COLUMBINE ELEMENTARY ACCOUNTABILITY REPORT CARD 2010/11**  
**661-725-8501 2240 Road 160 Delano, Ca. 93215-9420 Fax 661-725-6006**

**SCHOOL DESCRIPTION**

Columbine School, a district, is located approximately four miles northeast of Delano in rural southern Tulare County in the San Joaquin Valley. Delano's current population is approximately 49,000 people. Columbine had 193 students Kindergarten through eighth grade in October 2010.

The student body is composed of approximately 76.2% Hispanic, 16.5% White, 4.7% Asian, 1.6% Filipino, and 1% African American.

There are 43 students attending Columbine that reside in the district. The other 150 students attend the school with inter-district agreements from Delano, Earlimart, McFarland, Springville, Bakersfield, Richgrove, and Pixley. 56% of the students are in the socioeconomically disadvantaged category. 23.3% of these students are English language learners and 1% of them have a learning disability.

**MISSION STATEMENT**

We, the Columbine School District, believe that all students can be successful and should become caring, productive members of society. We strive to create a desire for life long learning in all of our pupils. Our staff and community extend an enormous amount of energy to provide a safe and caring environment. In order to provide this atmosphere, students must keep their behavior within limits and show respect for others.

**OPPORTUNITIES FOR PARENT INVOLVEMENT**

Columbine provides a variety of parental, guardianship, and community involvement opportunities. They are helping in the school library, chaperoning school fieldtrips, volunteering in the classroom, chaperoning school activities, being a member of committees such as School Site Council, School Advisory Council, or the Safety Committee, and helping out with fundraisers. Examples are the School Book Fair and Back to School Night barbecue. The contact person for interested volunteers is Mr. Jones, the school Principal. His phone number is (661) 725-8501.

**SCHOOL ATTENDANCE**

The Columbine school staff works hard at helping students and parents understand the vital importance of attending school regularly.

The daily attendance rate is 97%. This percentage computes to 181 students in attendance daily.

Your role in maximizing your child's in-class time is vital. Continue to ensure that your child arrives to school regularly and promptly. Please send a note or call the office to explain any absences.

**SCHOOL FACILITIES AND SAFETY PLAN**

Columbine School strives to provide a safe, clean, and orderly environment for learning. Columbine had a safety inspection on June 15, 2011. The following areas are in

good condition: gas lines, mechanical systems, windows/doors/and gates, interior surfaces, hazardous materials, fire safety, electrical, site structure, drinking fountains, restrooms, sewer, pest/vermin infestation, roofs, play and school grounds, and overall cleanliness. As a result of the inspection, one cord was discarded for safety reasons.

On September 29, 2011 Keenan and Associates performed a site safety inspection. Recommendations included training on fire extinguishers and asbestos, modifications to the bolts on the swings, increased inspections on emergency lighting, fixing the carpet in room 6, placing NFPA signs on the bus barn and C-train, and adding sand to the playground area. All of these tasks have been completed.

A disciplinary plan emphasizing a well understood, firm, fair, and consistent policy has been established. Staff members provide student supervision during non-instruction time throughout the school day.

Our students are housed in 4 permanent and 5 relocatable classrooms. Improvements include a new heating / cooling unit for the office, painting poles, handicap parking space, and ramps, stripping and waxing floors in the cafeteria, repairing drinking faucet, installing a wood floor covering in the closets in rooms 1-4, a casing installed on the water pipe behind the cafeteria, repaired pipes on the roof, and improved the propane system.

Columbine has an approved School Safety Plan. The plan includes the planning process and the committee has created a mission and vision. The plan addresses Personal characteristics, Physical Procedures, Social Environment, and Cultural Environment. School policies and procedures for discipline, evacuations, suspension and expulsion, dress codes, legal requirements on child abuse, and more are covered in the plan. The plan is available to review in the office. The Plan was updated on December 14, 2011 and reviewed with staff on December 15, 2011.

### **SUBSTITUTE TEACHERS**

The Columbine School District is committed to employing only qualified substitute teachers. We recognize the importance of maintaining a high quality educational program while the classroom teacher attends professional workshops or is ill. A substitute must be registered with the Tulare County Department of Education to work in a Tulare County School. Continuity is provided for multiple day absences when possible.

### **ACADEMIC PROGRESS**

Columbine's API score for 2011 is 867. Our academic rank is a 9 statewide and 10 with similar schools. Columbine isn't in the improvement program. 100% of the seventeen 8<sup>th</sup> graders graduated in 2011. Columbine hasn't had any dropouts in the last 3 years. The state had 4.9%, 5.7 %, and 4.6% drop out from 2007 thru 2010. The state's graduation rates for these years are 80%, 79%, and 80%.

### **CALIFORNIA STANDARDS TESTS**

The California Standards Tests show how well students are doing in relationship to the state content standards. The test includes English-language arts in grades 2-8, Science in grades 5 and 8, and history-social science in grade 8. Student scores are

reported as performance levels. Detailed information can be found at the CDE Web site at <http://star.cde.ca.gov>.

**CALIFORNIA STANDARDS 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			State		
	2009	2010	2011	2009	2010	2011
English-Language Arts	66	64	65	50	52	54
Math	76	70	73	46	48	50
Science	73	68	63	50	54	61
History-Social Science	61	82	65	41	44	50

**STUDENT ACHIEVEMENT**

Grades 1 took the Cat Test in 2008/9, 2009/10, and 2010/11. Students in grades 2-8 also took the Star Tests during the same years. The Star test is mandated for all California public schools in grades 2-8. The Cat test results are presented in national percentiles. They should be interpreted as the relative rank of our students as compared to students nationwide. All 8<sup>th</sup> graders passed the proficiencies for reading, math, and writing the last three years.

Class	2008/9	2009/10	2010/11
<b>READING</b>			
1st	33	64	47
<b>LANGUAGE</b>			
1 <sup>st</sup>	41	69	62
<b>MATH</b>			
1st	58	43	45

**QUALITY OF INSTRUCTION AND LEADERSHIP**

Research clearly identifies two vital components of an effective school: (1) a rigorous instructional program, and (2) strong leader. As a part of Columbine School’s plan for developing and delivering a high quality instructional program, the staff teaches to our state standards, teaches the standards for the core subjects, and reteaches when standards aren’t achieved. Frameworks and standards are utilized in adoption selections. Staff members are kept informed of upcoming curriculum/framework changes through

staff meetings, state materials, county presentations or materials, and presentations from textbook companies.

Columbine has the following programs to insure that the educational needs of its students are met. They are: Title I, Title II, Title V- innovative programs, School and Library Improvement funds, Safety money, EIA, REAP, Limited English Proficiency, Resource Specialist/Speech Program, School Based Coordinated Program, Reap, Microsoft, and Migrant Education.

In addition to regularly scheduled meetings with teachers and aides, meetings and or activities are also held with a number of school groups that include:

- Student Study Team
- ASB
- School Site Council
- School Advisory Council
- Safety Committee
- Odyssey of the Mind
- Science Fair
- Friday Night Live
- Spelling Bees
- Sports
- Oral Language
- Book fair

**CLASS SIZE, TEACHING LOADS, AND ASSIGNMENTS**

Columbine is on a traditional schedule operating from mid August to late May. Students have 180 days of school. Columbine had 8 minimum days in 2010/11.

The school houses 9 teachers. This includes a part-time reading specialist. Columbine began its class size reduction program in 1996/97. We average 20 or fewer students in grades K-3. Three part-time Instructional aides augment the regular program. Columbine averages a little over 22 students per class. The breakdown is as follows:

<u>Gr.</u>	Teacher	2008/9 Total	2009/10 Total	2010/11 Total
K	Mrs. Burk	19	16	21
I	Mrs. Brock	20	20	25
2	Mrs. Bassett	23	22	19
3	Mrs. Ortega	22	22	22
4	Mr. Muller	25	23	21
5	Mrs. Taylor	35	23	21
6	Mrs. Kovacevich	20	29	20
7	Mr. Hutcherson	23	27	26
8	Mr. Burk	19	24	18
Total		206	206	193

Two of Columbine’s aides are co-funded by the School Based Coordinated Program and the Migrant program. Another part-time aide is co-funded by the Title I program and the school district. The reading specialist is funded by Title I. After school

remediation classes and summer school classes are funded by Title I. Writing skills after school practice is funded by our School Based Coordinated Program.

In 2008/09 13 students were out of class size reduction for a portion of the year. Three kindergartners were out of class size reduction for a total of 87 days. Three first graders were out of class size reduction for a total of 50 days. Three second graders were out of class size reduction for a total of 66 days. Finally, 4 third graders were out of class size reduction for a total of 168 days. The rest of the K-3 students were in class size reduction for the entire year.

In 2009/10 Columbine hired a part-time teacher for over half of the year to accommodate the students not in class-size reduction. In Kindergarten 10 students spent 812 days not in the class size reduction program. First grade had five students not in the program for 88 days. Second grade had one pupil outside class-size reduction for 39 days. Third grade had two pupils not in the program for 42 days.

In 2010/11 nine students spent 419 days outside of the class-size reduction program. Five kindergartners participated outside of the program for 297 days. Four first graders spent 122 days outside of class-size reduction. All second and third graders participated in class-size reduction.

In 2008/09 all of Columbine's teachers had full credentials. In 2009/10 and 10/11 one part-time teacher lacked a full-credential. 100% of our teachers are No Child Left Behind compliant for the last three years. No one has taught outside of their subject area competency or been placed in a misassignment for English learners in the last three years. Columbine hasn't had a teaching vacancy in the last three years.

### **TEACHER EVALUATION**

The Columbine School District recognizes the importance of teacher evaluation as a means of promoting quality teaching and professional improvement. Columbine teachers are evaluated on a regular basis in accordance with California Education Code and district policy. Formal evaluations are scheduled at least once a year. Teachers are evaluated in the following areas:

- adherence to curricular objectives and state standards
- the establishment and maintenance of a suitable learning environment
- progress of pupils toward district's standards
- instruction techniques and strategies used by the teacher

### **EXPENDITURES AND SERVICES OFFERED**

Last year, Columbine spent approximately 89% of its \$1,454,503 general fund budget for educational services. This includes teacher costs, instructional aides costs, books, supplies, equipment, staff development, instruction, instruction related services, and administration. The unrestricted portion of the general fund is 1,181,684. Total expenditure per student in 2010/11 is 6,529. The state expenditure per pupil is \$5,455 for 2009/10.

While the majority of the Columbine budget is made up of general funds, we received approximately \$ 74,533 in "Categorical" funds. These dollars are used to supplement the general education program. The programs include EIA, LEP, SCE, Title I, Title V, Title

II Teacher Quality, and Title II Technology. Columbine received \$19,157 in School and Library Improvement money. This money is no longer part of our categorical budget. It used to be our SIP money. A number of additional services are provided for Columbine students. Bus transportation expenses are approximately \$54,470. The school lunch program is provided at an expense of \$70,693. The Migrant Program supported part of the salaries for two part-time aides. The budget was \$12,601. Columbine received \$7,171 in Title II Teacher Quality. Title I received 49,349. The latter two are included in the total for categorical funds.

Columbine received \$25,210 in REAP funds. This is money designated to small rural school districts. The money was spent on a part-time Title I teacher, preschool, library books, and technology. The school also received 7,302 on deferred maintenance.

Special Education: A part-time resource teacher is on campus 1/2 day a week and we have 1 full-time aide. These are county office employees.

Nursing, psychologist/counseling and pre-school services are provided by TCDE on a part time basis.

### **SCHOOL INSTRUCTION AND LEADERSHIP**

The Columbine School District follows the California State Department of Education's guideline for the adoption of textbooks and other materials. The adoptions are conducted on a six-year cycle for language arts, science, mathematics, and history-social science. New textbooks and materials follow these adoption timelines:

2009	None
2010	None
2011	History/Social Science
2012	Science
2013	Math
2014	Visual and Performing Arts
2015	Unavailable due to suspension of the process

Districts aren't required to adopt new textbooks at least until 2015.

The teachers and administration work collaboratively to review and make recommendations to the School Board regarding the purchase of appropriate instructional materials for the school. Parent and community member input is sought during the process. Textbooks are expensive. The unit prices for 8<sup>th</sup> grade science and math books are 68.47 and 59.63 respectively. Third grade science books cost 49.83 per book. Third grade math isn't in book form but costs about 24.00. 4<sup>th</sup> grade math books cost 62.26. Student care for textbooks is generally good.

The instructional programs utilize a variety of materials in addition to textbooks, including encyclopedias, dictionaries, maps, charts, computers, calculators, audio-visual equipment, and resource materials. In addition, our library provides students with literature and other instructional materials to supplement classroom assignments. Columbine has access to library and audio-visual materials thru the Tulare County Office of Education.

### **INSTRUCTIONAL MINUTES AND MINIMUM DAYS**

Each Columbine student was scheduled to receive 180 days of instruction. 8 minimum days were held and we had one fog delay. Parent conferencing accounted for half of the minimum days.

The number of instructional minutes provided for Columbine students on the year is

	Columbine	State minimum
Kindergarten -	38,340	36,000
Grades 1 - 3 average	55,960	50,400
Grades 4 - 8 average	57,108	54,900

### **SCHOOL PROGRAMS THAT PROMOTE A POSITIVE LEARNING ENVIRONMENT**

Columbine School strives to ensure that all students enjoy maximum learning opportunities within a safe and orderly environment. In order to achieve this end, Columbine provides a disciplined, yet academically stimulating learning climate for all students. Good discipline is really another word for respect. Respect for authority, for others, for one's self, and respect for rules that support a healthy environment for learning. A school wide staff counseling approach to student discipline supports student accountability for their actions. Teachers use appropriate alternatives for handling difficult social and personal interactions. Positive rewards are an important part of Columbine's discipline program. Students get to participate in school activities as a reward for good behavior. School and class rules are vital parts of the discipline plan. Consistent consequences are provided when students misbehave. Examples are detention, on the wall, alternative placement day, and suspension.

### **SUSPENSIONS AND EXPULSIONS**

Columbine hasn't had any expulsions in the last three years. The school's suspension rate for the three years beginning in August of 2008 and ending in June of 2011 are .00016, .00034, and .00015 respectively.

Columbine provides a number of activities to promote a positive learning environment for students including Student Council (4-8), awards/recognition assemblies, and Friday Night Live programs (4-8).

### **PROFESSIONAL DEVELOPMENT**

On-going staff development activities are an essential part of Columbine School's effort to maintain and improve our quality educational program. Certificated staff and aides participate in training designed to promote specific teaching skills and/or to provide information related to school priorities and objectives. In-service training is being provided by outside consultants, county, staff members, district or state specialists.

Curriculum improvement is coordinated in a collaborative process involving teachers, administration, and community. From 2008/09 thru 2010/11 Columbine had 1,

1, and 1 staff development days each year. The 2010/11 training focused on the Mimio and Power Point.

### **QUARTERLY UNIFORM COMPLAINT SUMMARY**

There weren't any complaints during the reporting periods in 2010/11. The periods cover July thru September, October thru December, January thru March, and April thru June. The categories are Textbook and Instructional materials, Facilities, and Teacher vacancy and misassignment.

Columbine provides core textbooks and curriculum materials. 100% of these materials are in good condition. Reading / Language Arts, Math, Science, and History-Social Science all have 0% of the students lacking textbooks and instructional materials.

There are nine teachers with bachelor degrees and one with a master's degree. Experience ranges from seven to thirty-one years.

### **COUNSELING AND STUDENT SUPPORT SERVICES**

Students at Columbine receive non-instructional-support services from a highly qualified staff provided by the Tulare County Department of Education. The members are a school psychologist, speech and language specialist, nurse, and migrant student support. These staff members are provided once a week or less. Additionally, classroom teachers and aides provide an instructional atmosphere that encourages the development of positive self-image, high self-esteem, and increased responsibility for personal and social interaction.

### **SALARIES AND BUDGET INFORMATION**

The Columbine School District continues to recognize the importance of offering a salary schedule that encourages the recruitment and continued employment of highly qualified personnel. The following table represents teaching and administrative salary data comparing Columbine with the average salaries similar districts in the state of California. State and Columbine figures are from the 2009-10 school year.

Teachers	Columbine	State for similar districts
Beginning	40,836	38,744
Mid-range	63,636	55,509
Highest	73,676	70,567
Principal		92,338
Superintendent		109,381
Principal/Superintendent	118,560	

Columbine spent 9.3% of its budget on administrative costs. 56 % of the budget went to teaching salaries.

The state's average salary for 2009/10 is 57,071. Columbine's average salary for 2009/10 is 67,799.

It is our hope that this document has provided insight into Columbine's total school program. Should you have questions, or comments, please feel free to call (661) 725-8501.

## ADMINISTRATIVE DIRECTORY

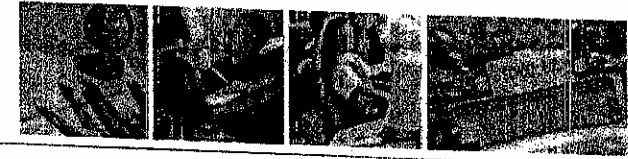
### **BOARD OF TRUSTEES**

Anton Caratan	Clerk
Vivian Madrigal	Member
Gloria Phillips	Member

### **ADMINISTRATION**

Tim Jones	Superintendent/Principal Teacher
Amy Jones	Administrative Secretary

**NOTE: The School Accountability Report Card was established by Proposition 98. This proposition passed in November of 1988. This year's report card provides a variety of information about Columbine Elementary School for the school year 2010/11.**



## Physical Fitness Test

California Department of Education  
Statewide Assessment Division  
Prepared: 12/11/2011 2:08:18 PM

Report: --- Select another report here ---

State: California  
County: Tulare  
District: Columbine Elementary  
School: Columbine Elementary

### 2010-11 California Physical Fitness Report Overall - Summary of Results Columbine Elementary

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested <sup>1</sup> in Grade 5	Number Grade 5 Students in HFZ <sup>2</sup>	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested <sup>1</sup> in Grade 7	Number Grade 7 Students in HFZ <sup>2</sup>	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested <sup>1</sup> in Grade 9	Number Grade 9 Students in HFZ <sup>2</sup>	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	21	16	76.2	14.3	9.5	25	16	64.0	28.0	8.0	0	0	0.0	0.0	0.0
Body Composition	21	9	42.9	14.3	42.8	25	15	60.0	8.0	32.0	0	0	0.0	0.0	0.0
Abdominal Strength	21	21	100.0	0.0	N/A	25	21	84.0	16.0	N/A	0	0	0.0	0.0	N/A
Trunk Extension	21	21	100.0	0.0	N/A	25	25	100.0	0.0	N/A	0	0	0.0	0.0	N/A

Strength															
Upper Body Strength	21	21	100.0	0.0	N/A	25	20	80.0	20.0	N/A	0	0	0.0	0.0	N/A
Flexibility	21	16	76.2	23.8	N/A	25	25	100.0	0.0	N/A	0	0	0.0	0.0	N/A

<sup>1</sup> Includes partially tested students

<sup>2</sup> HFZ is an acronym for Healthy Fitness Zone a registered trademark of The Cooper Institute

\*\* To protect confidentiality scores are not shown when the number of students tested is 10 or less

N/A Not applicable

The PFT is based on the FITNESSGRAM/ACTIVITYGRAM software, owned by the Cooper Institute, Dallas, TX, and published by Human Kinetics, Champaign, IL. The PFT is created and copyrighted by the California Department of Education (CDE) under a license agreement with Human Kinetics. The FITNESSGRAM is a registered trademark of The Cooper Institute.

The PFT performance standards are available on the [CDE FITNESSGRAM: Healthy Fitness Zone Charts Web page](#). Information about the FITNESSGRAM is available on the [Human Kinetics Web site \(Outside Source\)](#).

Questions: High School and Physical Fitness Assessment Office | [pft@cde.ca.gov](mailto:pft@cde.ca.gov) | 916-445-9449

California Department of Education  
 1430 N Street  
 Sacramento, CA 95814

Web Policy



## Physical Fitness Test

Report: --- Select another report here ---

California Department of Education  
Statewide Assessment Division  
Prepared: 12/13/2011 2:25:25 PM

State: California  
County: -- Select One --

### 2010-11 California Physical Fitness Report Overall - Summary of Results Statewide

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

<u>Physical Fitness Area</u>	Total Tested <sup>1</sup> in Grade 5	Number Grade 5 Students in HFZ <sup>2</sup>	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested <sup>1</sup> in Grade 7	Number Grade 7 Students in HFZ <sup>2</sup>	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested <sup>1</sup> in Grade 9	Number Grade 9 Students in HFZ <sup>2</sup>	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	454,703	279,233	61.4	30.5	8.1	442,543	278,796	63.0	25.3	11.7	445,077	274,730	61.7	25.5	12.8
Body Composition	454,703	236,867	52.1	13.8	34.1	442,543	245,403	55.5	14.2	30.3	445,077	264,554	59.4	15.6	25.0
Abdominal Strength	454,703	358,436	78.8	21.2	N/A	442,543	376,705	85.1	14.9	N/A	445,077	388,298	87.2	12.8	N/A
Trunk Extension Strength	454,703	397,381	87.4	12.6	N/A	442,543	399,156	90.2	9.8	N/A	445,077	409,581	92.0	8.0	N/A

Upper Body Strength	454,703	313,816	69.0	31.0	N/A	442,543	319,289	72.1	27.9	N/A	445,077	344,467	77.4	22.6	N/A
Flexibility	454,703	322,217	70.9	29.1	N/A	442,543	349,918	79.1	20.9	N/A	445,077	372,695	83.7	16.3	N/A

<sup>1</sup> Includes partially tested students

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California Department of Education

1430 N Street

Sacramento, CA 95814

Web Policy

DataQuest home > [API home](#) > [Reports](#) > Current Page

## 2010 - 11 Accountability Progress Reporting (APR)



### Local Educational Agency (LEA) Report Growth API 2011 Growth Academic Performance Index (API) Report

California Department of Education  
Assessment and Accountability Division  
8/31/2011

LEA: Columbine Elementary  
LEA Type: Elementary  
County: Tulare  
CD Code: 54-71852

2011 Growth API Links:

<a href="#">LEA Chart</a>
<a href="#">LEA Demographic Characteristics</a>
<a href="#">LEA Content Area Weights</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
<a href="#">Summary</a>	<a href="#">Glossary</a>	<a href="#">Base</a>	<a href="#">Guide</a>	<a href="#">Growth</a>	<a href="#">AYP</a>	<a href="#">PI</a>	<a href="#">Guide</a>

	API
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Number of Students Included in the 2011 Growth API	2011 Growth	2010 Base	2010 - 11 Growth
142	867	878	-11

Growth API target information is not applicable to LEAs or to schools that do not have a valid 2010 Base API.

<b>Subgroup API</b>
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Subgroups	Number of Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth	2010 Base	2010 - 11 Growth
Black or African American	1	No			
American Indian or Alaska Native	0	No			
Asian	7	No		990	
Filipino	1	No			
Hispanic or Latino	106	Yes	855	850	5
Native Hawaiian or Pacific Islander	0	No			
White	27	No	885	917	
Two or More Races	0	No			
Socioeconomically Disadvantaged	76	Yes	825	852	-27
English Learners	25	No	739	797	
Students with Disabilities	1	No			

## X. Accountability

### 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 Web page* at <http://www.cde.ca.gov/ta/ac/api/>.

### 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	2008	2009	2010
Statewide	9	9	9
Similar Schools	10	10	10

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	23	-4	-11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	29	-6	5
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	18	16	-27
English Learners			

## Teachers

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

## Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	
Mathematics	
Science	
History-Social Science	

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	867
Statewide Rank (from 2010 Base API Report)	9
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 10 of 13
2011-12 Program Improvement Status (PI Year)	

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### Summary of Most Recent Site Inspection

Narrative provided by the LEA.