

# **Rio Calaveras Elementary School**

School Accountability Report Card, 2010–2011  
Stockton Unified School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



# Rio Calaveras Elementary School

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2010–2011 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average K–8 school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

[http://www.schoolwisepress.com/sarc/links\\_2011\\_en.html](http://www.schoolwisepress.com/sarc/links_2011_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

## How to Contact Our School

1819 East Bianchi Rd.  
Stockton, CA 95210  
Principal: Gina Hall  
Phone: (209) 933-7270

## How to Contact Our District

701 North Madison St.  
Stockton, CA 95202  
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<http://www.stockton.k12.ca.us/>



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**A NOTE ABOUT K–8 SCHOOLS:** K–8 schools combine, in effect, an elementary and middle school together. For this reason, schoolwide averages may obscure important differences across grade levels.

Please note that some counties have very few K–8 schools. As a result, when we compare our K–8 school's averages to the averages for K–8 schools in the county, those averages will be less reliable and less consistent than statewide K–8 averages. There were about 750 K–8 schools in California in the 2010–2011 school year.



Published by  
**SCHOOL WISE PRESS**  
385 Ashton Ave., Ste. 200  
San Francisco, CA 94112  
Phone: (415) 337-7971  
[www.schoolwisepress.com](http://www.schoolwisepress.com)

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# Rio Calaveras Elementary School

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## » Principal's Message

I am proud to be the principal of Rio Calaveras Elementary School, a community of dedicated, knowledgeable professionals, responsible, smart students, and caring, concerned parents.

The staff, students, and parents collaborate to ensure a challenging curriculum, high academic standards, and a safe school environment for our students. Our students have worked hard to continue improving and excelling on state testing. Thanks to hard work, our students continue to improve both academically and socially. We are proud to continue our tradition of excellence in education and continue to hold high expectations for all of our students in academics and behavior.

Rio Calaveras Elementary School students participate in a number of contests such as Science Olympiad, Academic Pentathlon, and Young Author's Faire, winning numerous awards. The community and our students' families attended Back-to-School Night, Academic Achievement Assemblies, a Spring Showcase, Multicultural Fair, and other family functions.

Gina Hall, PRINCIPAL

### Grade range and calendar

**K–8**

TRADITIONAL

### Academic Performance Index

**850**

County Average: 751

State Average: 808

### Student enrollment

**942**

County Average: 655

State Average: 452

### Teachers

**29**

### Students per teacher

**32**

**MEASURES OF PROGRESS**

**Academic Performance Index**

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>850</b>
<b>Growth attained from prior year</b>	<b>+6</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>

Rio Calaveras’s API was 850 (out of 1000). This is an increase of 6 points compared with last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2009–2010 test results, we started the 2010–2011 school year with a base API of 844. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all K–8 schools in California, our school ranked 7 out of 10.

SOURCE: API based on spring 2011 test cycle. Growth scores alone are displayed and are current as of November 2011.

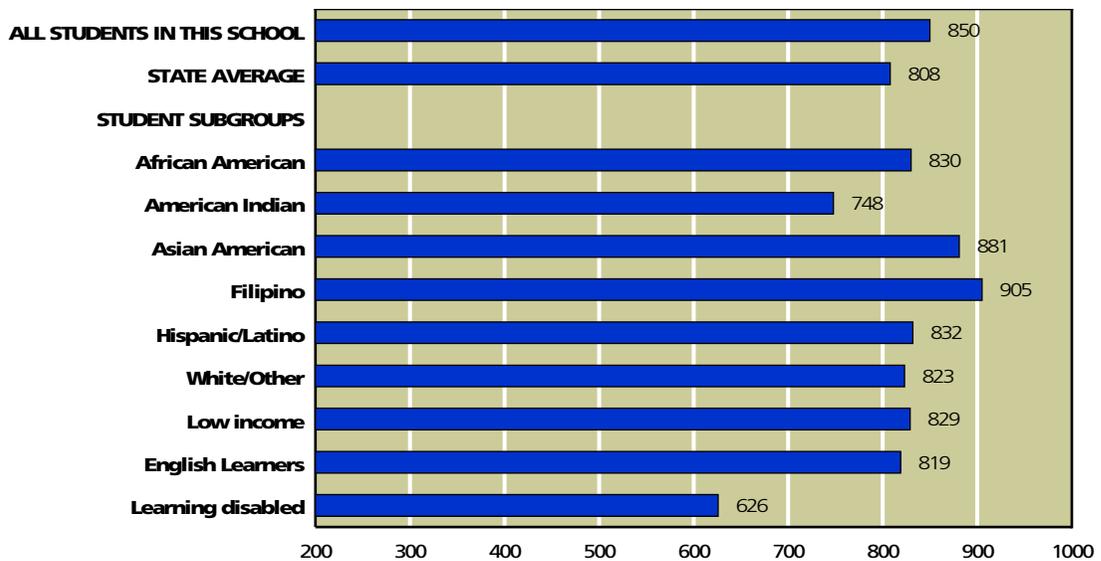
\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals.  
R/P - Results pending due to challenge by school.  
N/A - Results not available.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 8 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We met our assigned growth targets during the 2010–2011 school year. Just for reference, 65 percent of K–8 schools statewide met their growth targets.

**API, Spring 2011**



SOURCE: API based on spring 2011 test cycle. State average represents K–8 schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all 21 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, K–8 schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA): 67.6 percent on the English/ language arts test and 68.5 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 710 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement school in 2011</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of November 2011. A school can be in Program Improvement based on students’ test results in the 2010–2011 school year or earlier.

\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. *R/P* - Results pending due to challenge by school. *N/A* - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 67.6% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 68.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>Students learning English</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>Asian American</b>	●	●	●	●
<b>Hispanic/Latino</b>	●	●	●	●

The table at left shows our success or failure in meeting AYP goals in the 2010–2011 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

SOURCE: AYP release of November 2011, CDE.

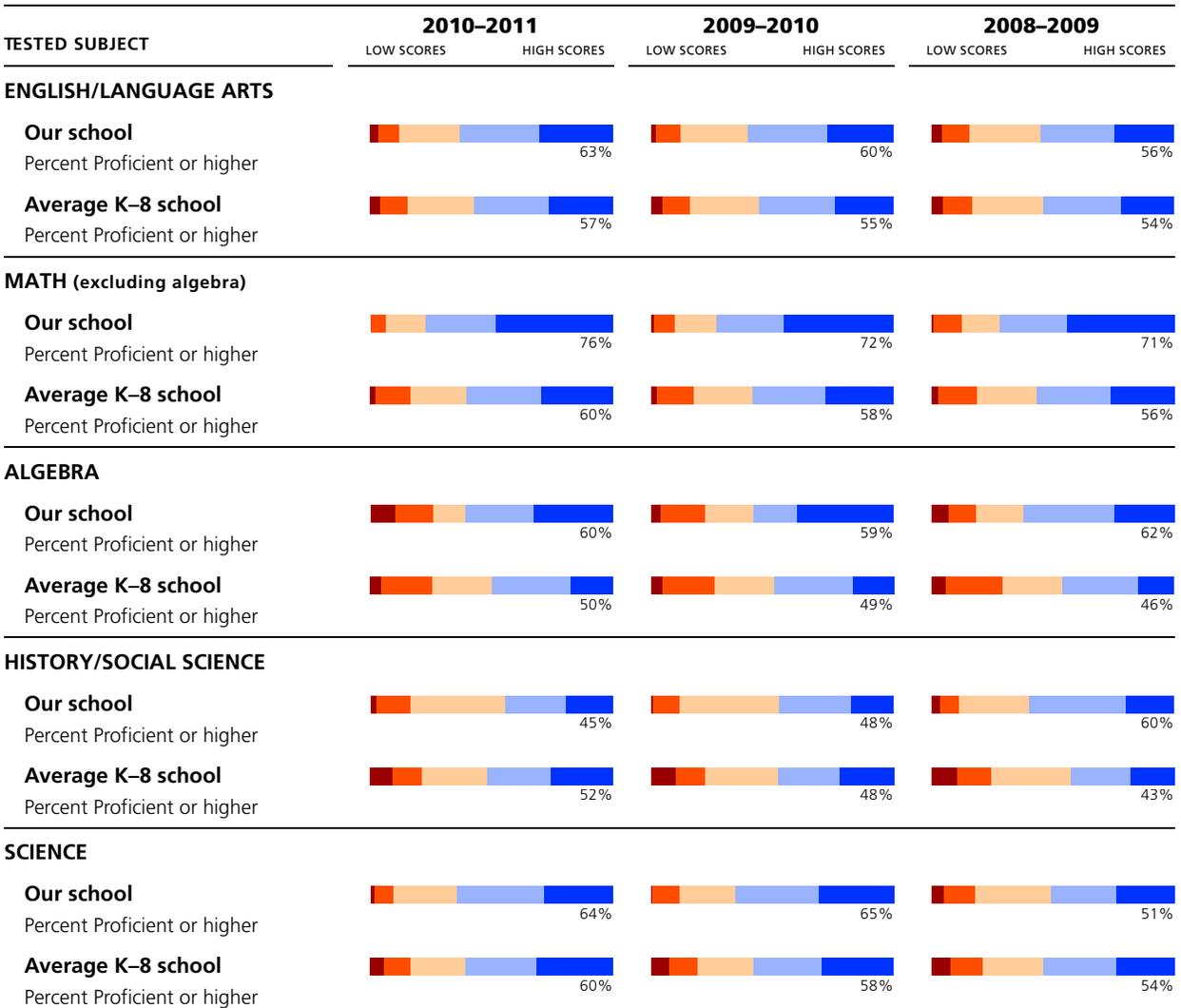
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average K–8 school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2011 test cycle. State average represents K–8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California's standards to be among the most clear and rigorous in the country. Just 56 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 62 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS' SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE's Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You'll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

### English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			63%	99%	<b>SCHOOLWIDE AVERAGE:</b> About six percent more students at our school scored Proficient or Advanced than at the average K–8 school in California.
<b>AVERAGE K–8 SCHOOL IN THE COUNTY</b>			46%	96%	
<b>AVERAGE K–8 SCHOOL IN CALIFORNIA</b>			57%	95%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

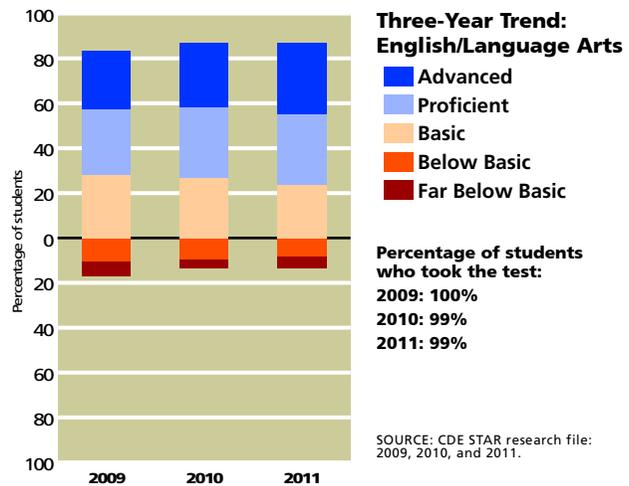
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			58%	360	<b>GENDER:</b> About ten percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			68%	344	
<b>English proficient</b>			67%	590	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			48%	114	
<b>Low income</b>			60%	510	<b>INCOME:</b> About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			71%	192	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	36	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			65%	667	
<b>African American</b>			55%	94	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			71%	191	
<b>Filipino</b>			70%	68	
<b>Hispanic/Latino</b>			57%	277	
<b>White/Other</b>			64%	52	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent K–8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE’s Web site.



### Math (Excluding Algebra)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			76%	94%	<b>SCHOOLWIDE AVERAGE:</b> About 16 percent more students at our school scored Proficient or Advanced than at the average K–8 school in California.
<b>AVERAGE K–8 SCHOOL IN THE COUNTY</b>			50%	90%	
<b>AVERAGE K–8 SCHOOL IN CALIFORNIA</b>			60%	87%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

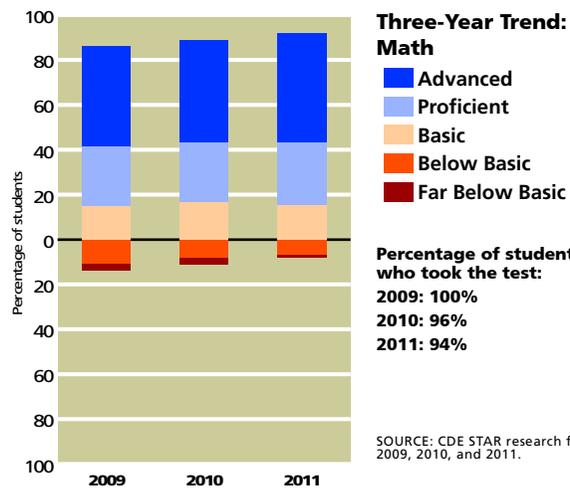
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			75%	304	<b>GENDER:</b> About two percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			77%	278	
<b>English proficient</b>			77%	472	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			75%	110	
<b>Low income</b>			74%	431	<b>INCOME:</b> About seven percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			81%	150	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	30	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			78%	550	
<b>African American</b>			71%	73	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			83%	150	
<b>Filipino</b>			91%	51	
<b>Hispanic/Latino</b>			73%	248	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent K–8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

All sixth and most seventh graders take the same math courses. Starting as early as seventh grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students’ scores for all math courses except algebra.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [math standards](#) on the CDE’s Web site.



### Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			60%	46%	<b>SCHOOLWIDE AVERAGE:</b> About ten percent more students at our school scored Proficient or Advanced than at the average K–8 school in California.
<b>AVERAGE K–8 SCHOOL IN THE COUNTY</b>			37%	41%	
<b>AVERAGE K–8 SCHOOL IN CALIFORNIA</b>			50%	38%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

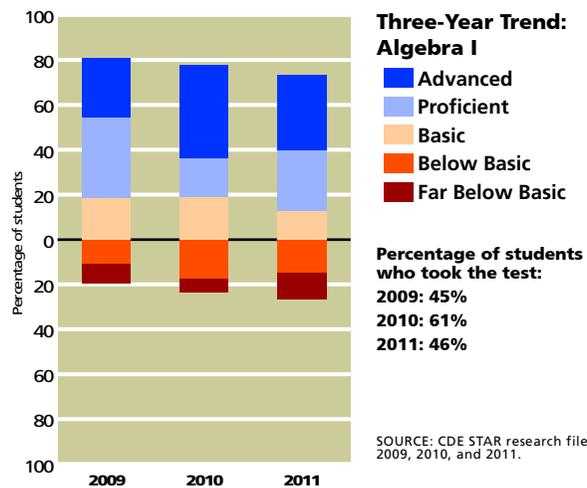
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			58%	53	<b>GENDER:</b> About five percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			63%	48	
<b>English proficient</b>			61%	96	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	5	
<b>Low income</b>			57%	69	<b>INCOME:</b> About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			71%	31	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	6	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			62%	95	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	18	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			77%	31	
<b>Hispanic/Latino</b>	DATA STATISTICALLY UNRELIABLE		N/S	28	
<b>White/Other</b>	DATA STATISTICALLY UNRELIABLE		N/S	12	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent K–8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

We report our students’ algebra results separately because of the central importance of algebra in the California math standards. It is also a gateway course for college-bound students, who should start high school ready for geometry.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 46 percent of our seventh and eighth grade students took the algebra CST, compared with 38 percent of all K–8 school students statewide. You can review the **math** standards on the CDE’s Web site.



### History/Social Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			45%	100%	<b>SCHOOLWIDE AVERAGE:</b> About seven percent fewer students at our school scored Proficient or Advanced than at the average K–8 school in California.
<b>AVERAGE K–8 SCHOOL IN THE COUNTY</b>			36%	98%	
<b>AVERAGE K–8 SCHOOL IN CALIFORNIA</b>			52%	99%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

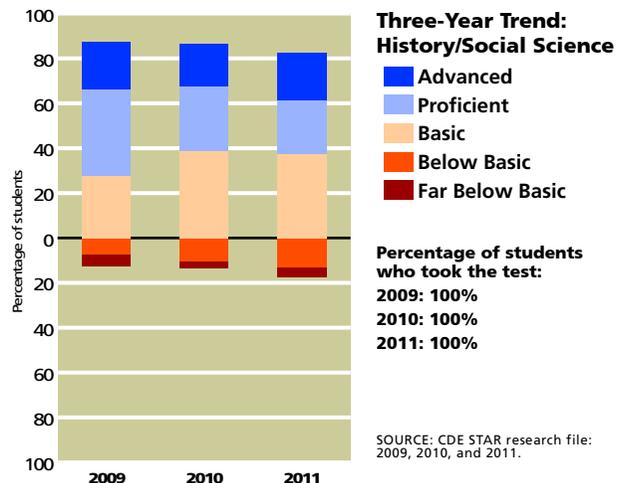
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			41%	39	<b>GENDER:</b> About seven percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			48%	52	
<b>English proficient</b>			48%	86	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	5	
<b>Low income</b>			37%	63	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was too small to be statistically significant.
<b>Not low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	27	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	8	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			49%	83	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	14	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>	DATA STATISTICALLY UNRELIABLE		N/S	26	
<b>Filipino</b>	DATA STATISTICALLY UNRELIABLE		N/S	11	
<b>Hispanic/Latino</b>	DATA STATISTICALLY UNRELIABLE		N/S	26	
<b>White/Other</b>	DATA STATISTICALLY UNRELIABLE		N/S	12	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent K–8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [history/social science standards](#) on the CDE’s Web site.



**Science**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			64%	98%	<b>SCHOOLWIDE AVERAGE:</b> About four percent more students at our school scored Proficient or Advanced than at the average K–8 school in California.
<b>AVERAGE K–8 SCHOOL IN THE COUNTY</b>			45%	95%	
<b>AVERAGE K–8 SCHOOL IN CALIFORNIA</b>			60%	95%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

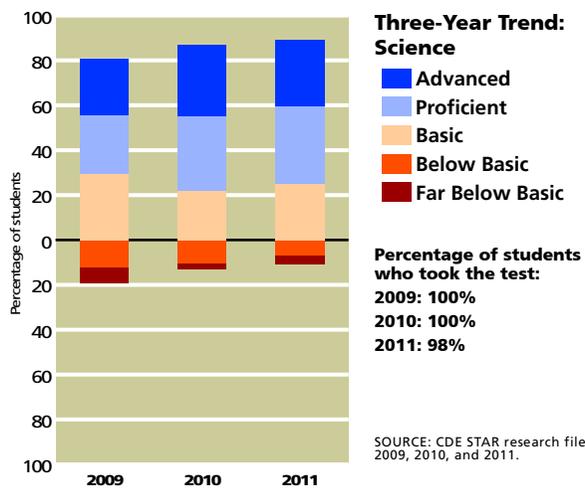
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			67%	82	<b>GENDER:</b> About five percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			62%	102	
<b>English proficient</b>			68%	168	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
<b>English Learners</b>	DATA STATISTICALLY UNRELIABLE		N/S	16	
<b>Low income</b>			57%	136	<b>INCOME:</b> About 28 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			85%	46	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	12	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			67%	172	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	24	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			67%	52	
<b>Filipino</b>	DATA STATISTICALLY UNRELIABLE		N/S	19	
<b>Hispanic/Latino</b>			52%	66	
<b>White/Other</b>	DATA STATISTICALLY UNRELIABLE		N/S	18	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent K–8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

Although we teach science at all grade levels, only our fifth and eighth graders took the California Standards Test in this subject. You can read the [science standards](#) on the CDE’s Web site.



SOURCE: CDE STAR research file: 2009, 2010, and 2011.

**STUDENTS**

**Students’ English Language Skills**

At Rio Calaveras, 98 percent of students were considered to be proficient in English, compared with 81 percent of K–8 school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	98%	75%	81%
English Learners	2%	25%	19%

SOURCE: Language Census for school year 2010–2011. County and state averages represent K–8 schools only.

**Languages Spoken at Home by English Learners, 2010–2011**

Please note that this table describes the home languages of just the 17 students classified as English Learners. At Rio Calaveras, the language these students most often speak at home is Spanish. In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	53%	81%	78%
Vietnamese	6%	1%	2%
Cantonese	0%	0%	3%
Hmong	6%	4%	2%
Filipino/Tagalog	0%	2%	2%
Korean	0%	0%	1%
Khmer/Cambodian	6%	2%	1%
All other	29%	10%	11%

SOURCE: Language Census for school year 2010–2011. County and state averages represent K–8 schools only.

**Ethnicity**

Most students at Rio Calaveras identify themselves as Hispanic/Latino or Asian/Pacific Islander. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	12%	9%	6%
Asian American/Pacific Islander	37%	16%	12%
Hispanic/Latino	42%	52%	45%
White	8%	20%	32%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2010. County and state averages represent K–8 schools only.

**Family Income and Education**

The **free or reduced-price meal** subsidy goes to students whose families earned less than \$40,793 a year (based on a family of four) in the 2010–2011 school year. At Rio Calaveras, 76 percent of the students qualified for this program, compared with 59 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	76%	67%	59%
Parents with some college	59%	51%	59%
Parents with college degree	27%	25%	33%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2010–2011 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 59 percent of the students at Rio Calaveras have attended college and 27 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 57 percent of our students provided this information.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grade levels.

Average class sizes in our elementary grades vary from a low of 28 students to a high of 32 students. In our middle school grades, the average class size of core courses ranges from 29 to 31 students.

GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Kindergarten</b>	30	N/A	N/A
<b>First grade</b>	28	N/A	N/A
<b>Second grade</b>	30	N/A	N/A
<b>Third grade</b>	29	N/A	N/A
<b>Fourth grade</b>	32	N/A	N/A
<b>Fifth grade</b>	32	N/A	N/A
<b>Sixth grade</b>	32	N/A	N/A
<b>CORE COURSE</b>			
<b>English</b>	29	28	26
<b>History</b>	31	30	29
<b>Math</b>	30	29	26
<b>Science</b>	31	30	29

SOURCE: CALPADS, October 2010. County and state averages represent K–8 schools only.

**Safety**

Our schools place a strong emphasis on ensuring the safety of all students and staff members. The school’s custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which was reviewed in September of 2010 by our teachers and our School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school’s Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

**Parent Involvement**

Each school recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement.

- Adult Education classes for GED and citizenship
- After School Programs
- Counseling services when available
- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- English as a Second Language for adults (ESL)
- Family Health Centers and programs when and where available

- GATE
- Parent Resource Center
- Parent/Student conferences when possible
- Parent/Teacher organizations –PTRC (Parents/ Teachers of Rio Calaveras)
- School Readiness Program (ages 0-5)
- School Site Council (SSC)

The school believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring completion of student homework
- Monitoring and regulating television viewing
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate should call the school's office.

**LEADERSHIP, TEACHERS, AND STAFF**

**Indicators of Teachers Who May Be Underprepared**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
<b>Out-of-field teaching</b>	Percentage of algebra and science courses taught by a teacher who lacks the appropriate credential for the course	N/A	N/A	N/A
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0%	N/A	N/A

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

PLEASE NOTE: Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “[highly qualified](#).” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**TEACHING OUT OF FIELD:** When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as [out-of-field](#). The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2011–2012 school year.

### Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state’s schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state’s schools are in this category.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	4%
<b>Schools with more than 40% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	4%
<b>Schools with less than 25% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	0%

SOURCE: Data is from the California Department of Education, SARC research file.

### Staff Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2010–2011	0.0
2009–2010	0.0
2008–2009	3.0

SOURCE: This information is supplied by the school district.

### Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

**ACADEMIC GUIDANCE COUNSELORS:** More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Academic counselors	0.0
Behavioral/career counselors	0.0
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: Data provided by the school district.

### **Specialized Programs and Staff**

In addition to teachers and administrators, our school employs other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Students have access to these staff members either individually or through specific programs, although most of them work part-time at our school. For more information on our specialized programs and staff, please contact our principal.

## RESOURCES

### Buildings

#### Age of buildings

Each school site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Rio Calaveras School is a fairly new school site. It was built in 1999.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### Cleaning Process and Schedule

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC) and were brought about by the Williams legislation. You can look at the six-page [Facilities Inspection Tool](#) used for the assessment on the Web site of the OPSC.

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2011–2012 school year and whether those [textbooks](#) covered the California Content Standards.

### Curriculum

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find information about the content standards for each subject at each grade level on the Web site of the [California Department of Education](#) (CDE). California adopted new common core standards for English/language arts and math in August 2010. However, the full implementation of those standards is still a few years off. Please refer to the [CDE FAQs](#) for details about the new standards.

**SCHOOL EXPENDITURES**

The following is a list of Federal and State funded programs that are available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title II Technology
- Title III Limited English Proficient Students
- Title IV Safe and Drug-Free Schools and Communities
- Title V Innovative Programs
- Economic Impact Aid-Limited English Proficient (EIA/LEP)
- Economic Impact Aid-State Compensatory Education (EIA/SCE)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- School and Library Improvement Block Grant Program (SLIBG)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

**Spending per Student (2009–2010)**

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 858 students.

We’ve broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
<b>Unrestricted funds (\$/student)</b>	\$4,111	\$4,852	-15%	\$5,513	-25%
<b>Restricted funds (\$/student)</b>	\$994	\$3,979	-75%	\$2,939	-66%
<b>TOTAL (\$/student)</b>	\$5,105	\$8,831	-42%	\$8,452	-40%

SOURCE: Information provided by the school district.

**Total Expenditures, by Category (2009–2010)**

Here you can see how much we spent on different categories of expenses. We’re reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	\$2,247,970	\$286,916	\$2,534,886	58%
Other staff salaries	\$229,943	\$148,356	\$378,299	9%
Benefits	\$912,561	\$190,304	\$1,102,865	25%
Books and supplies	\$15,316	\$181,326	\$196,642	4%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	\$123,145	\$46,153	\$169,298	4%
<b>TOTAL</b>	<b>\$3,528,935</b>	<b>\$853,055</b>	<b>\$4,381,990</b>	

SOURCE: Information provided by the school district.  
 \* Totals may not add up to exactly 100% because of rounding.

**Compensation per Staff with Teaching Credentials (2009–2010)**

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 37 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$68,883	\$79,443	-13%	\$71,246	-3%
Retirement benefits	\$5,926	\$6,477	-9%	\$5,818	2%
Health and medical benefits	\$12,605	\$13,227	-5%	\$9,711	30%
Other benefits	\$1,132	\$1,152	-2%	\$533	112%
<b>TOTAL</b>	<b>\$88,545</b>	<b>\$100,299</b>	<b>-12%</b>	<b>\$87,308</b>	<b>1%</b>

SOURCE: Information provided by the school district.

**Total Certificated Staff Compensation (2009–2010)**

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$2,534,886	78%
Retirement benefits	\$218,080	7%
Health and medical benefits	\$463,853	14%
Other benefits	\$41,644	1%
<b>TOTAL</b>	<b>\$3,258,463</b>	

SOURCE: Information provided by the school district.  
 \* Totals may not add up to exactly 100% because of rounding.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of November 2011. The CDE may release additional or revised data for the 2010–2011 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2010); Language Census (March 2011); California Standards Tests (spring 2011 test cycle); Academic Performance Index (November 2011 growth score release); Adequate Yearly Progress (November 2011).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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## » Adequacy of Key Resources 2011–2012

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2011–2012. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



## TEACHERS

### Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2009–2010	2010–2011	2011–2012
<b>TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR</b>			
Total number of classes at the start of the year	5	29	29
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	5	3	1
<b>TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR</b>			
Number of classes where the permanently assigned teacher left during the year	5	1	1
Number of those classes where you replaced the absent teacher with a single new teacher	5	1	1

**NOTES:** This report was completed on Friday, January 27, 2012.

## Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2009–2010	2010–2011	2011–2012
<b>Teacher Misassignments</b>	Total number of classes taught by teachers without a legally recognized certificate or credential	1	0	1
<b>Teacher Misassignments in Classes that Include English Learners</b>	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	1	0	0
<b>Other Employee Misassignments</b>	Total number of service area placements of employees without the required credentials	0	0	0

**NOTES:** This report was completed on Friday, January 27, 2012.

**TEXTBOOKS**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Foreign Languages	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

**NOTES:** This report was completed on Friday, October 21, 2011. This information was collected on Friday, September 02, 2011.

**FACILITIES**

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
<b>OVERALL RATING</b>	<b>Fair</b>	Our school is not in good repair, according to the criteria established by the Office of Public School Construction. Some of our deficiencies are critical, or may be widespread. Maintenance or minor repairs are required in several areas. We scored between 75 and 90 percent on the 15 categories of our evaluation.
<b>A. SYSTEMS</b>	<b>Good</b>	
<b>Gas Leaks</b>		No apparent problems.
<b>Mechanical Problems (Heating, Ventilation, and Air Conditioning)</b>		[STATUS AS OF Sep 3 2010] Cafeteria, girls RR north west, Kitchen (storeroom)- clean vents
<b>Sewer System</b>		No apparent problems.
<b>B. INTERIOR</b>		
<b>Interior Surfaces (Walls, Floors, and Ceilings)</b>	<b>Fair</b>	No apparent problems.
<b>C. CLEANLINESS</b>	<b>Poor</b>	
<b>Overall Cleanliness</b>		
<b>Pest or Vermin Infestation</b>		
<b>D. ELECTRICAL</b>		
<b>Electrical Systems and Lighting</b>	<b>Poor</b>	[STATUS AS OF Sep 3 2010] RM A1, A3, A4, F3, F4, F7, F8- power taps daisy chained. RM A3 and A4- TV on top shelf, not anchored securely. RM B5, D1, D2, E4, E7, F1- Lights out, in need of repair.
<b>E. RESTROOMS/FOUNTAINS</b>	<b>Good</b>	
<b>Bathrooms</b>		No apparent problems.
<b>Drinking Fountains (Inside and Out)</b>		[STATUS AS OF Sep 3 2010] Kindergarten playground- water pressure inadequate.
<b>F. SAFETY</b>	<b>Good</b>	
<b>Fire Safety (Sprinkler Systems, Alarms, Extinguishers)</b>		No apparent problems.
<b>Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)</b>		No apparent problems.
<b>G. STRUCTURAL</b>	<b>Good</b>	

AREA	RATING	DESCRIPTION
<b>Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)</b>		No apparent problems.
Roofs		No apparent problems.
<b>H. EXTERNAL</b>	<b>Good</b>	
<b>Playground/School Grounds</b>		[STATUS AS OF Sep 3 2010] Playground East- Sprinkler pipes are possibly broken in 4 places, grass is very talk and ground is uneven do to tractor being stuck
<b>Windows, Doors, Gates, Fences (Interior and Exterior)</b>		No apparent problems.
<b>OTHER DEFICIENCIES</b>	<b>N/A</b>	

**INSPECTORS AND ADVISORS:** This report was completed on Friday, October 21, 2011 by Melissa Neuburger (ADMINISTRATOR). The facilities inspection occurred on Friday, September 03, 2010. There were no other inspectors used in the completion of this form.

## » Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.



**STUDENTS AND TEACHERS**

**Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	942
Black/African American	12%
American Indian or Alaska Native	1%
Asian	27%
Filipino	9%
Hispanic or Latino	42%
Pacific Islander	1%
White (not Hispanic)	8%
Two or more races	0%
Ethnicity not reported	0%
Socioeconomically disadvantaged	55%
English Learners	2%
Students with disabilities	4%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2010. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	119
Grade 1	113
Grade 2	89
Grade 3	116
Grade 4	97
Grade 5	96
Grade 6	95
Grade 7	127
Grade 8	90
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2010.

**Average Class Size by Core Course**

The average class size by core courses.

SUBJECT	2008–2009	2009–2010	2010–2011
English	27	29	29
History	29	29	31
Math	27	25	30
Science	29	29	31

SOURCE: CALPADS, October 2010. 2009–2010 data provided by the school district.

**Average Class Size by Core Course, Detail**

The number of classrooms that fall into each range of class sizes.

SUBJECT	2008–2009			2009–2010			2010–2011		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	3	6	2	0	6	1	0	9	2
History	1	5	1	0	6	1	0	5	2
Math	2	7	1	1	7	0	1	5	2
Science	1	5	1	0	6	1	0	5	2

SOURCE: CALPADS, October 2010. Data for 2009–2010 provided by the school district.

### 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 shows the percentage of students at our school who scored within the “healthy fitness zone” on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
Grade 5	30%	19%	28%
Grade 7	19%	29%	34%
Grade 9	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2010–2011 school year.

### Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
2010–2011	22	33	N/A
2009–2010	51	72	14
2008–2009	10	17	9
<b>Expulsions per 100 students</b>			
2010–2011	0	0	N/A
2009–2010	0	0	0
2008–2009	0	0	0

SOURCE: Data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent K–8 schools only.

During the 2010–2011 school year, we had 210 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

### Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district. We also present three years' of data about the number of teachers who lacked the appropriate subject-area authorization for one or more classes they taught.

TEACHERS	SCHOOL			DISTRICT
	2008–2009	2009–2010	2010–2011	2010–2011
<b>With Full Credential</b>	35	38	29	N/A
<b>Without Full Credential</b>	2	2	0	N/A
<b>Teaching out of field</b>	6	N/A	N/A	N/A

SOURCE: Information provided by the school district.

**STUDENT PERFORMANCE**

**California Standardized Testing and Reporting Program**

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades two through eight; science in grades five and eight; and history/social science in grade eight. Student scores are reported as performance levels. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

**STAR Test Results for All Students: Three-Year Comparison**

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/ language arts	55%	60%	62%	32%	34%	36%	49%	52%	54%
History/social science	60%	48%	45%	18%	22%	26%	41%	44%	48%
Mathematics	70%	69%	74%	33%	32%	34%	46%	48%	50%
Science	51%	65%	64%	25%	28%	30%	50%	54%	57%

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**STAR Test Results by Student Subgroup: Most Recent Year**

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT SUBGROUP	STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/LANGUAGE ARTS 2010–2011	HISTORY/ SOCIAL SCIENCE 2010–2011	MATHEMATICS 2010–2011	SCIENCE 2010–2011
African American	58%	36%	67%	67%
American Indian or Alaska Native	54%	N/A	38%	N/A
Asian	70%	46%	82%	67%
Filipino	72%	55%	81%	74%
Hispanic or Latino	57%	42%	71%	52%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	59%	50%	70%	83%
Two or more races	N/A	N/A	N/A	N/A
Boys	57%	41%	72%	67%
Girls	68%	48%	75%	62%
Socioeconomically disadvantaged	59%	37%	72%	57%
English Learners	44%	0%	68%	19%
Students with disabilities	16%	0%	31%	25%
Receives migrant education services	0%	0%	0%	0%

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**ACCOUNTABILITY**

**California Academic Performance Index (API)**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

**API Ranks: Three-Year Comparison**

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all K–8 schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all K–8 schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2008–2009	2009–2010	2010–2011
Statewide rank	7	7	7
Similar-schools rank	6	9	8

SOURCE: The API Base Report from December 2011.

**API Changes by Subgroup: Three-Year Comparison**

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

SUBGROUP	ACTUAL API CHANGE			API
	2008–2009	2009–2010	2010–2011	2010–2011
All students at the school	+19	+11	+6	850
Black/African American	N/A	N/A	+19	830
American Indian or Alaska Native	N/A	N/A	-30	748
Asian	+33	+2	+13	881
Filipino	N/A	N/A	-7	905
Hispanic or Latino	+28	+19	+2	832
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	-18	823
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	+33	+15	+5	829
English Learners	N/A	+13	+34	819
Students with disabilities	N/A	N/A	-43	626

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

### API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	682	850	26,051	684	4,683,676	778
Black/African American	83	830	2,870	630	317,856	696
American Indian or Alaska Native	13	748	1,279	661	33,774	733
Asian	189	881	2,816	731	398,869	898
Filipino	64	905	1,420	790	123,245	859
Hispanic or Latino	272	832	15,365	674	2,406,749	729
Pacific Islander	9	N/A	149	702	26,953	764
White (non Hispanic)	52	823	2,128	717	1,258,831	845
Two or more races	0	N/A	7	N/A	76,766	836
Socioeconomically disadvantaged	503	829	22,538	676	2,731,843	726
English Learners	220	819	10,842	647	1,521,844	707
Students with disabilities	52	626	2,554	494	521,815	595

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests
- (c) an API of at least 710 or growth of at least one point
- (d) the graduation rate for the graduating class must be higher than 90 percent (or satisfy alternate improvement criteria).

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
<b>Overall</b>	No
<b>Graduation rate</b>	Yes
<b>Participation rate in English/language arts</b>	Yes
<b>Participation rate in mathematics</b>	Yes
<b>Percent Proficient in English/language arts</b>	No
<b>Percent Proficient in mathematics</b>	No
<b>Met Academic Performance Index (API)</b>	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in December 2011.

#### Intervention Program: District Program Improvement (PI)

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 (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
<b>PI stage</b>	3 of 3
<b>The year the district entered PI</b>	2004
<b>Number of schools currently in PI</b>	48
<b>Percentage of schools currently in PI</b>	79%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2011.

**DISTRICT EXPENDITURES**

According to the CDE, “State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2010–11 data in most cases. Therefore, 2009–10 data are used for report cards prepared during 2011–12.”

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2009–2010</b>			
Total expenses	\$315,504,984	N/A	N/A
Expenses per student	\$9,240	\$8,543	\$8,452
<b>FISCAL YEAR 2008–2009</b>			
Total expenses	\$331,315,451	N/A	N/A
Expenses per student	\$9,648	\$8,823	\$8,736

SOURCE: Fiscal Services Division, California Department of Education.

**District Salaries, 2009–2010**

This table reports the salaries of teachers and administrators in our district for the 2009–2010 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$39,839	\$42,017
Midrange teacher’s salary	\$60,606	\$67,294
Highest-paid teacher’s salary	\$76,351	\$86,776
Average principal’s salary (middle school)	\$0	\$112,893
Superintendent’s salary	\$260,000	\$226,417
Percentage of budget for teachers’ salaries	38%	38%
Percentage of budget for administrators’ salaries	5%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.

## TEXTBOOKS

### Textbook Adoption List

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
California Treasures	English	2010	2009
enVision Math	Math	2009	2008
California Math Courses 1 and 2	Math	2008	2008
Algebra 1	Math	2009	2008
Algebra Readiness - UCLA	Math	2007	2008
FOSS (Full Option Science System)	Science	2007	2007
Earth Science	Science	2007	2007
Life Science	Science	2007	2007
Physical Science	Science	2007	2007
Discovering Our Past	Social Science	2006	2006
Inside Intensive Intervention	English	2010	2011
Pearson California	English	2010	2010