



Redwood City School District

2010-11 School Accountability Report Card

Published During 2011-12

Adelante Spanish Immersion School

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RCSD Mission Statement

"Educating every child for success"

School Description and Mission Statement

School Mission Statement

The Adelante Spanish Immersion School is a partnership composed of teachers, parents, students, administrators, and community members dedicated to preparing children linguistically, academically and socially to contribute to, and thrive in, an ever-changing world.

In an environment which depends on each person's strengths and contributions, students will achieve academic excellence in all subjects in English and Spanish. Building upon our diverse backgrounds and through rich learning opportunities, students will develop respect for each other and for different cultures. The Adelante Two-way Spanish Immersion School brings together both Spanish speaking and English speaking students in a unique opportunity to learn and achieve in two languages.

School Profile

Adelante Spanish Immersion School is one of 16 schools in the Redwood City School District. Adelante School is committed to a schoolwide focus on Spanish Immersion. Students wishing to attend Adelante School must go through an application and admissions process. Open enrollment is held each February and "school of choice" request forms may be obtained from the District Office or any school within the Redwood City School District.

Adelante was named a California Distinguished School in 2009-10.

District and Community Profile

Located about halfway between San Francisco and San Jose, Redwood City schools are part of a vibrant, historic, culturally rich community that enjoys a charming downtown, scenic mountain vistas to the west and San Francisco Bay shoreline to the east. The district's 16 schools benefit from the involvement of active community members who donate time and resources to ensure that students receive a premier education in well-maintained, modern facilities. Redwood City schools are a vital and active participant in the community, enjoying strong partnerships with the city's Parks and Recreation Department, the Public Library and many other organizations providing services and benefits to the youth of Redwood City.

The Redwood City School District aims to be a premier California school district, and believes that children learn and succeed:

- in a safe environment with challenging and enriching instruction.
- when all students and staff are held to high expectations.
- when each of us supports their intellectual, physical, social and emotional development.
- when they have caring adults in their lives.
- in a community that respects diverse backgrounds and treats everyone equitably.
- when their ideas and involvement are encouraged and respected.
- when families actively support their learning.
- when we work in partnership with families and community.
- when all employees are highly qualified, valued and respected.
- when each of us acts on the conviction that every child can and will learn.

Test scores have been steadily rising in the Redwood City School District. We are proud of the progress we have been making, and have taken strong steps to accelerate the gains. In early 2007, the Redwood City School District put in place an Achievement Plan aimed at assuring high achievement for all students, regardless of background. Key components of the plan include:

- Teacher training.
- Use of state-adopted and research-proven curriculum and instructional strategies.
- Dedicated blocks of time for reading, writing, math, social studies and science.

Targeted instructional groupings (TIG), where students receive differentiated instructions tailored to their specific needs (for example, English Language Development for English Learners, Reading Intervention for students reading below grade level, and Enrichment for students who are working at or above grade level.)

Opportunities for Parental Involvement

Parents play an important role at Adelante School through active participation and involvement in the School Site Council, the English Language Advisory Council, and our parent group Unidos y Adelante. Parents are encouraged to volunteer at school events and in classrooms.

Unidos y Adelante, is a nonprofit group open to all Adelante families. Membership in this organization is encouraged, and no membership dues or fees are required in order for families to participate. As members of Unidos y Adelante, parents have the opportunity to provide visible support for their child's language acquisition, to help maintain and improve our school programs, expand their cultural horizons, and network with other schools running similar two-way language programs. Specifically, Unidos organizes all fundraising, social and community outreach events, including family fun nights, the Take Home Reading Program, Kermess Latino Carnival, Walk-a-thon, School Book Fairs and the Ice Cream Social for new families to Adelante. Adelante School also benefits from partnerships with local business and services to provide numerous enrichment opportunities to all Adelante students.

For more information, please contact the school office at 482-5999.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Student Enrollment by Grade Level	
Grade Level	Number of Students
K	103
1	100
2	97
3	72
4	64
5	70
6	42
Total Enrollment	548

Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	0.5
Black or African American	1.3
English Learners	54
Filipino	1.3
Hispanic or Latino	79
Native Hawaiian/Pacific Islander	0.4
Socioeconomically Disadvantaged	57.5
Students with Disabilities	7.5
Two or More Races	1.6
White	15.3

Average Class Size and Class Size Distribution (Elementary)				
Grade Level	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2010-2011				
K	30	0	3	0
1	28.3	0	4	0
2	29.7	0	3	0
3	27	0	4	0
4	32	0	2	0
5	31	0	2	0
6	25	0	2	0
2009-2010				
K	20.8	1	4	0
1	26	0	4	0
2	25	0	3	0
3	26.6	0	2	0
4	28.3	0	2	0
5	23	0	2	
6	22	0	2	0
2008-2009				
K	19.8	5	0	0
1	19.5	4	0	0
2	19.7	3	0	0
3	20	3	0	0
4	27	0	2	0
5	27.5	0	2	0
6	18.5	2	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2010-2011				
English				
Mathematics				
Science				
Social Science				
2009-2010				
English	27.7	0	18	0
Mathematics	29.3	0	7	2
Science	29.2	0	9	0
Social Science	29.4	0	9	0
2008-2009				
English				
Mathematics				
Science				
Social Science				

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

School Climate

School Safety Plan

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

Safety of students and staff is of primary concern at Adelante School. The School Site Safety Plan is evaluated and revised annually by members of the School Site Council. Revisions to the Safety Plan are communicated to all staff members annually. Key elements of the Safety Plan include: comprehensive plans for disasters and routine emergencies and the procedures for safe ingress and egress of students. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire and earthquake drills are held on a regular basis throughout the school year.

To ensure student safety, supervision is provided on campus at all times. Teachers and yard duty staff supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office, and must receive prior authorization for classroom visits.

Suspensions and Expulsions						
Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	4.35	5.25	2.37	6.37	6.26	5.88
Expulsions	0	0	0	0.15	0.21	0.3

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

School Facilities

School Facility Conditions and Planned Improvements

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

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

Year and month in which data were collected: August 2, 2011

Adelante School was originally constructed in the 1950s, and is currently comprised of 23 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, a playground, and a play field.

School Facility Good Repair Status

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

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	Boys' RR by Room 4 exhaust fan not working. WO 19546 completed 8-30-11. Boys' and Girls' RRs by Room 21 exhaust fans not working. WO 19569 completed 8-12-11. Gravity Vent above Room 22 making noise. WO 19572 completed 8-12-11.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Interior: Interior Surfaces	[]	[X]	[]	[]	8 ceiling tiles loose in Room 2. WO 19541 completed 8-11-11. Remove old pencil sharpener in Room 3. WO 19544 completed 8-6-11. Re-secure white poster board panels. WO 19545 completed 11-1-11. Room 25 missing 7 coat hooks. WO 19574 completed 8-26-11.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	No issues
Electrical: Electrical	[]	[]	[X]	[]	Music/Kiln room, one light tube out. WO 19548 to be completed by 1-13-12. Room 2, Display wire connected to light fixtures. WO 19543 to be completed by 1-13-12. Room 10, one light tube out. WO 19553 to be completed by 1-13-12. Nurse' Office, GFI cover plate missing screw. WO 19562 completed 8-6-11. Room 18, bank of lights out. WO 19565 to be completed by 1-13-12. Room 19, floor electrical boxes need repair. WO 19566 completed 8-12-11.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Room 24, re-install eye wash faucet on sink. WO 19573 completed 8-8-11
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Room 1, extension cord used to fridge and TV. WO 19540 to be completed by 1-13-12. Kiln Room, paint red line on floor to prevent storage. WO 19547 completed 8-13-11. Room 8, extension cord with multi-plug stapled to wall. WO 19552 to be completed by 1-13-12. Room 15, residential extension cord used for lamp. WO 19564 to be completed by 1-13-12. Room 21, summer recharge of fire extinguisher missed. WO 19567 to be completed by 1-13-12.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	No issues
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	No issues
Overall Rating	[]	[X]	[]	[]	

Teachers

Teacher Credentials			
School	2008-09	2009-10	2010-11
With Full Credential	25	21	24
Without Full Credential	1	0	0
Outside Subject Area of Competence	0	0	0
District	2008-09	2009-10	2010-11
With Full Credential	---	---	
Without Full Credential	---	---	

Teacher Misassignments			
Indicator	2008-09	2009-10	2010-11
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

- * "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
- ** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the District has sponsored three staff development days, where teachers are offered a variety of growth opportunities. Topics for staff development during the 2009-2010 school year included: Explicit Direct Instruction, MacMillan Math training, FOSS science kit training and Houghton-Mifflin curriculum training.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

For the past three years, the District has sponsored three to five annual staff development days, where teachers are offered a variety of growth opportunities. Topics for staff development during the 2010-11 school year included: Early Literacy Training, BoardLanguage, BoardMath, Houghton Mifflin Training, FOSS and CPO Science Training, MacMillan Math Training, Reading Assessment Training and English Language Development strategies.

Core Academic Classes Taught by Highly Qualified Teachers

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
District		
All Schools	100	0
High-Poverty Schools	100	0
Low-Poverty Schools	100	0

- * High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Support Staff

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff	0.7	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing	0.4	---
Resource Specialist (non-	0	---
Other	0.8	---

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

Data and Access

DataQuest

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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Internet Access

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

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

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

Year and month in which data were collected: August 2011

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2011-2012 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by the Assistant Superintendent of Curriculum and Instruction. The final textbook selections for grades K-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2011 District Textbook Audit, in regards to student editions in use at Adelante School during the current school year (2011-12).

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin California Reading Medallion Edition ©2010, Kindergarten through 5th Grade – State Approved, Board Adopted in 2009 Pearson Literature for California & Language Central ©2010, 6th grade – State Approved, Board Adopted in 2009	Yes	0%
Mathematics	Macmillan / McGraw – Hill California Mathematics, Concepts Skills and Problem Solving ©2009, Kindergarten through 6th grade – State Approved, Board Adopted in 2009	Yes	0%
Science	Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008 CPO Science - Focus on Earth/Life/Physical ©2007, 6th grade through 8th grade – State Approved, Board Adopted in 2007	Yes	0%
History-Social Science	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted in 2006 Teachers' Curriculum Institute, History Alive! ©2004/2005, 6th grade through 8th grade – State Approved, Board Adopted in 2006	Yes	0%

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,826	\$3,055	\$4,771	\$67,904
District	---	---	\$5,048	\$70,456
State	---	---	\$5,455	\$69,419
Percent Difference: School Site and District			-5.5%	-3.6%
Percent Difference: School Site and State			-12.5%	-2.2%

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

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

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

Types of Services Funded

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

Federal Funding

- ARRA: State Fiscal Stabilization Fund
- ARRA: Title I
- Medi-Cal Billing Option
- Title I: Basic Grants Low Income
- Title I: Even Start Migrant Education
- Title I: Migrant Education
- Title II: Part A Teacher Quality
- Title II: Part D Enhancing Education Through Technology
- Title II: Principal Training
- Title III: Immigrant Education Program
- Title III: Limited English Proficiency
- Title IV: Drug Free Schools

State Funding

- AB825 Beginning Teacher Support And Assessment ("BTSA")
- AB825 Instructional Time and Staff Development Reform
- AB825 School Improvement Program ("SIP")
- Art, Music & PE Supplies & Equipment
- Community Based English Tutoring Program
- Economic Impact Aid ("LEP")
- Economic Impact Aid ("SCE")
- English Language Acquisition Program ("ELAP")
- Gifted & Talented Education ("GATE")
- Instructional Material Fund Realignment Program
- Lottery: Instructional Materials
- Peer Assistance & Review Program ("PAR")
- School Safety & Violence Prevention
- Targeted Instructional Improvement Block Grant

- Teacher Recruitment & Retention
- Tobacco-Use Prevention Education("TUPE" 4-8)
- After School Education and Safety ("ASES")

Average Teacher and Administrative Salaries (FY 2009-10)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher	\$43,879	\$41,692
Mid-Range Teacher	\$67,133	\$68,251
Highest Teacher	\$85,395	\$86,582
Average Principal (ES)	\$112,619	\$108,334
Average Principal (MS)	\$112,619	\$111,791
Average Principal (HS)	\$0	\$113,648
Superintendent	\$170,000	\$180,492
Percent of District Budget (FY 2009-10)		
Teacher Salaries	41%	42%
Administrative Salaries	7%	6%

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

Student Performance

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

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

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

STAR Results for All Students - Three-Year Comparison			
Subject	2008-09	2009-10	2010-11
STAR Results for All Students --School			
English-Language Arts	63	55	55
Mathematics	69	67	64
Science	85	73	78
History-Social Science	0	0	0
STAR Results for All Students --District			
English-Language Arts	48	48	49
Mathematics	54	55	56
Science	45	48	50
History-Social Science	35	35	43
STAR Results for All Students --State			
English-Language Arts	49	52	54
Mathematics	46	48	50
Science	50	54	57
History-Social Science	41	44	48

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results by Student Group - Most Recent Year				
Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	49	56	50	43
All Student at the School	55	64	78	0
Male	53	64	89	0
Female	58	64	68	0
Black or African American	0	0	0	0
American Indian or Alaska Native				
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	49	59	72	0
Native Hawaiian/Pacific Islander	0	0	0	0
White	84	89	100	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	46	57	68	0
English Learners	29	43	44	0
Students with Disabilities	54	46	0	0
Students Receiving Migrant Education Services	0	0	0	0

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six	Five of Six	Six of Six
5	14.5	18.8	46.4

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	7	8	6
Similar Schools	6	10	5

API Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	336	813	6,634	766	4,683,676	778
Black or African American	3		114	742	317,856	696
American Indian or Alaska Native	0		18	784	33,774	733
Asian	2		172	916	398,869	898
Filipino	5		88	893	123,245	859
Hispanic or Latino	280	788	4,710	721	2,406,749	729
Native Hawaiian/Pacific Islander	1		112	718	26,953	764
White	43	923	1,368	898	1,258,831	845
Two or More Races	2		34	905	76,766	836
Socioeconomically Disadvantaged	200	773	4,009	707	2,731,843	726
English Learners	189	766	3,820	693	1,521,844	707
Students with Disabilities	41	715	982	628	521,815	595

API Growth by Student Group - Three-Year Comparison			
Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	51	-38	0
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	58	-37	3
Native Hawaiian/Pacific Islander			
White	34		
Two or More Races	N/D		
Socioeconomically Disadvantaged	58	-38	8
English Learners	43	-40	30
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

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

Federal Intervention Program

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	9	
Percent of Schools Currently in Program Improvement	56.3	