ARCADIA
Unified School District

Baldwin Stocker Elementary School

School Accountability Report Card, 2012–2013
Arcadia Unified School District

A CALIFORNIA DISTINGUISHED SCHOOL

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CALIFORNIA BUSINESS for Education EXCELLENCE

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

Baldwin Stocker Elementary School

School Accountability Report Card, 2012–2013
Arcadia Unified School District

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 2012–2013 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 elementary 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://pub.schoolwisepress.com/sarc/ links_2013_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

422 West Lemon Ave.
Arcadia, CA 91007
Principal: Jayne Nickles
Phone: (626) 821-8351

How to Contact Our District

234 Campus Dr.
Arcadia, CA 91007
Phone: (626) 821-8300
http://district.ausd.net/home/index.asp

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ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

Baldwin Stocker Elementary School

School Accountability Report Card, 2012–2013
Arcadia Unified School District

» Principal's Message

Baldwin Stocker is recognized as a California Distinguished School. Our staff aims to create a positive environment for learning to ensure high student achievement, to enhance self-esteem, and to develop positive social behavior. As a school community, we are committed to excellence in all that we do, and we concentrate on people as the centerpiece of the educational process. We strive to create an environment that is safe for all, not only physically, but also emotionally and educationally. At Baldwin Stocker School, the focus is on the process of creating challenging and engaging work for all students. We constantly work toward improvement in the quality of the curriculum, and high-quality student work is a key element of the mission and vision of our school. An excellent teaching and classified staff, a very supportive community, a dedicated governing board, and district administrators all work together to help us achieve our goals.

Jayne Nickles, PRINCIPAL

Grade range and calendar
K–5
TRADITIONAL

Academic Performance Index
971
County Average: 812
State Average: 810

Student enrollment
656
County Average: 586
State Average: 534

Major Achievements

- Baldwin Stocker's Academic Performance Index (API) is 971 out of a possible 1,000. It is the belief of the school community that this significant accomplishment is due to combined efforts of all staff as well as a supportive partnership between home and school.

- Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These programs promote positive attitudes, encourage achievement, and build healthy connections with the school. Baldwin Stocker Elementary School offers many extracurricular activities, including Student Council, Red Ribbon Week, Family Fun Night, Red Cross Week, Baldwin Stocker Chorus, Garden Club, an afterschool recreation program (sports and daycare), instrumental music instruction (for fourth and fifth graders), and Character Counts.

Focus for Improvement

- At Baldwin Stocker, student learning drives a cycle of continual reflection on instructional practice. Needs are identified, goals are set, outcomes are monitored, and then new needs are identified to start the process again.

- The Single Plan for Student Achievement outlines goals for school improvement based on relevant data. The staff collaborates to identify areas of need in reading comprehension, writing organization and sentence fluency, as well as math differentiation. Action plans target these goals. District resources are capitalized to work on the areas of need, including Thinking Maps, Six Traits Writing, MyAccess, and supplemental materials from the adopted curricula. Teachers use instructional strategies, such as Core Plus, guided reading, reciprocal teaching, and mechanically inclined lessons, to enrich classroom instruction in light of identified goals.

- A schoolwide intervention program is coordinated by the Teacher on Special Assignment. Identified students receive supplemental instruction to support their mastery of reading comprehension and writing strategies. Part-time certificated teachers deliver appropriate instruction to students who need skill-building support. Additionally, the Teacher on Special Assignment works with classroom teachers to deliver whole-class lessons to meet school goals. Several sources of assessment data are used to monitor progress: California Standards Tests, district language arts and writing assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and other curriculum-based measures.

- In 2013–2014, the staff of Baldwin Stocker plans to further integrate new classroom technology into the learning environment. Through the support of PTA and teacher grants, we were able to purchase a class set of Chromebooks and two class sets of iPads. These tools will increase the level of engagement for our students and better prepare them for the future. In addition, we are beginning the implementation of the Common Core State Standards in English Language Arts, focusing on effective teaching strategies. Common Core is a set of standards developed by the federal government in the hopes of unifying education standards nationwide.

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.

Baldwin Stocker's API was 971 (out of 1000). This is a decline 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 2011–2012 test results, we started the 2012–2013 school year with a base API of 977. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all elementary schools in California, our school ranked 10 out of 10.
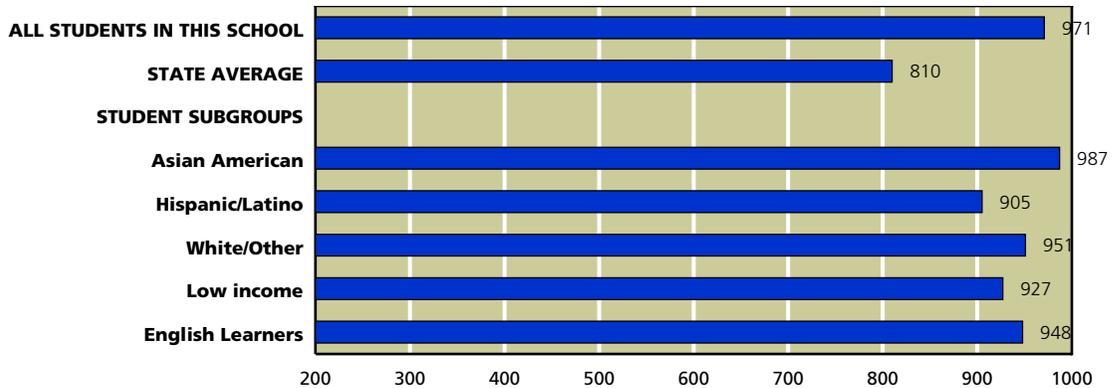
SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 8 out of 10. The CDE recalculates this factor every year. To read more about the specific elements 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 2012–2013 school year. Just for reference, 48 percent of elementary schools statewide met their growth targets.

CALIFORNIA **API** ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**971**
Growth attained from prior year	**-6**
Met subgroup* growth targets	**Yes**

SOURCE: API based on spring 2013 test cycle. Growth scores alone are displayed and are current as of December 2013.

*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. N/A - Results not available.

API, Spring 2013

SOURCE: API based on spring 2013 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Arcadia Unified School District

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 12 out of 13 criteria for yearly progress. Because we fell short in one area, we did not make AYP.

To meet AYP, elementary 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): 89.2 percent on the English/language arts test and 89.5 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 770 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 **AYP** ADEQUATE YEARLY PROGRESS	
Met AYP	**No**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**No**
Met schoolwide API for AYP	**Yes**
Program Improvement school in 2013	**No**

SOURCE: AYP is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students' test results in the 2012–2013 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. 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 89.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 89.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?
SCHOOLWIDE RESULTS	🟢	🟢	🟢	🟢
SUBGROUPS OF STUDENTS				
Students learning English	🟢	🔴	🟢	🟢
STUDENTS BY ETHNICITY				
Asian American	🟢	🟢	🟢	🟢

SOURCE: AYP release of September 2013, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2012–2013 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.
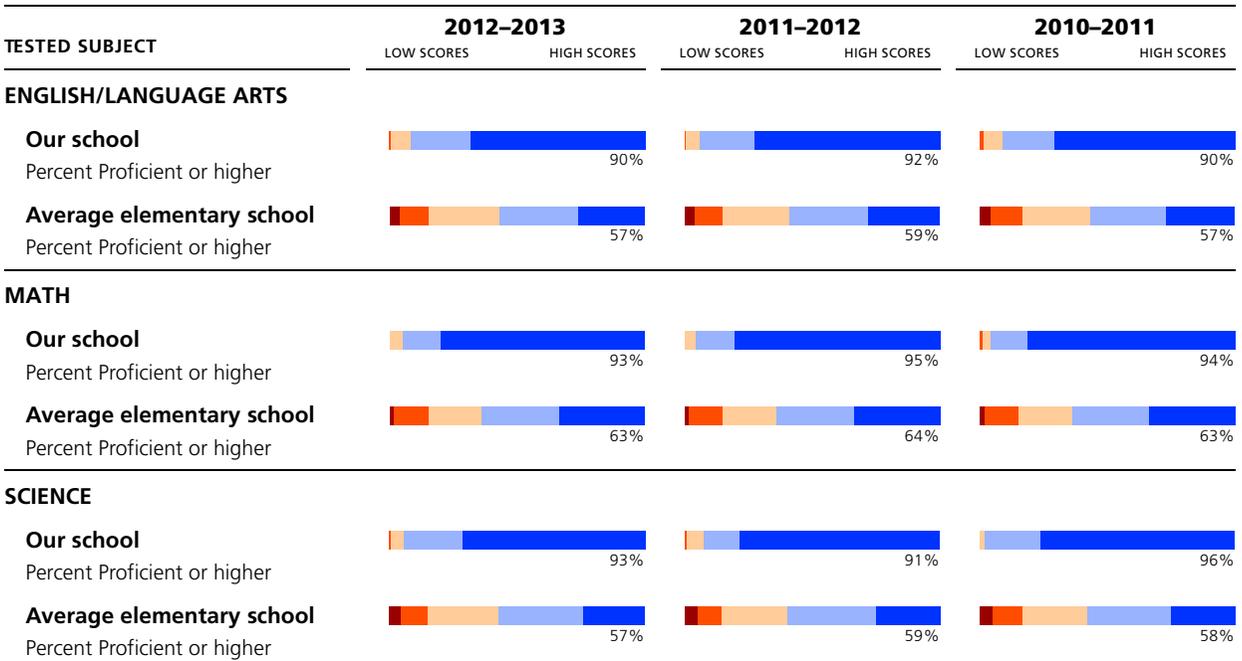
STUDENT ACHIEVEMENT

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 elementary 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

TESTED SUBJECT	2012–2013 LOW SCORES / HIGH SCORES	2011–2012 LOW SCORES / HIGH SCORES	2010–2011 LOW SCORES / HIGH SCORES
ENGLISH/LANGUAGE ARTS			
Our school Percent Proficient or higher	90%	92%	90%
Average elementary school Percent Proficient or higher	57%	59%	57%
MATH			
Our school Percent Proficient or higher	93%	95%	94%
Average elementary school Percent Proficient or higher	63%	64%	63%
SCIENCE			
Our school Percent Proficient or higher	93%	91%	96%
Average elementary school Percent Proficient or higher	57%	59%	58%

SOURCE: The scores for the CST are from the spring 2013 test cycle. State average represents elementary 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

HAVE THE CALIFORNIA STANDARDS TESTS KEPT UP WITH THE CHANGES IN WHAT WE TEACH? In two subjects, the answer is "yes," and in two more the answer is "no." The Common Core transition is the reason for this. The test questions in math and English/language arts in 2012-13 were likely to be less well aligned with the official standards for California curriculum than they were three years ago. But the test questions in social studies and science were just as well aligned in 2012-13 as they were in the past.

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 57 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 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
SCHOOLWIDE AVERAGE		90%	99%	**SCHOOLWIDE AVERAGE:** About 33 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		56%	94%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		57%	94%	

Subgroup Test Scores

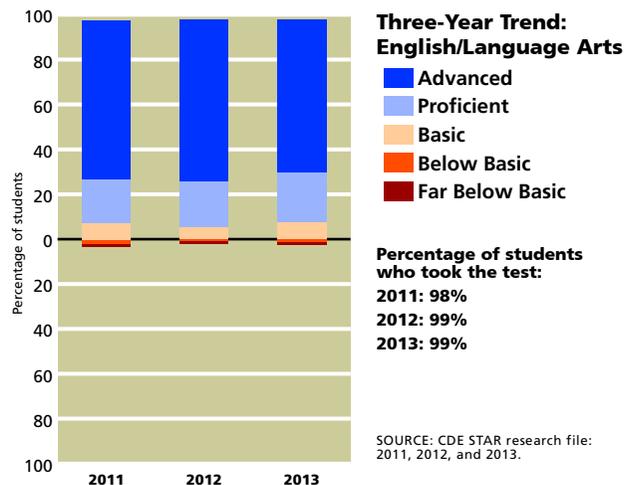**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC   ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		86%	208	**GENDER:** About eight percent more girls than boys at our school scored Proficient or Advanced.
Girls		94%	217	
English proficient		95%	331	**ENGLISH PROFICIENCY:** 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.
English Learners		76%	94	
Low income		86%	45	**INCOME:** About five percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		91%	379	
Learning disabled	NO DATA AVAILABLE	N/A	11	**LEARNING DISABILITIES:** 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.
Not learning disabled		91%	414	
Asian American		92%	345	**ETHNICITY:** 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.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE	N/S	29	
White/Other		100%	31	

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent elementary 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).

You can read the California standards for **English/ language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts
■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2011: 98%
2012: 99%
2013: 99%

SOURCE: CDE STAR research file: 2011, 2012, and 2013.

Math

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
SCHOOLWIDE AVERAGE			93%	98%	**SCHOOLWIDE AVERAGE:** About 30 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			64%	91%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			63%	91%	

Subgroup Test Scores

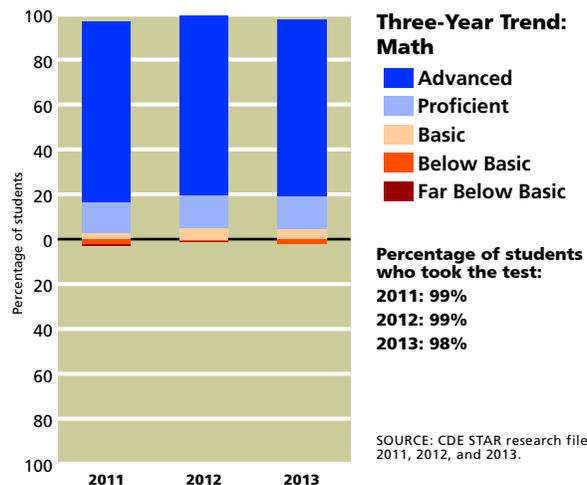**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**
■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			92%	208	**GENDER:** About two percent more girls than boys at our school scored Proficient or Advanced.
Girls			94%	216	
English proficient			95%	330	**ENGLISH PROFICIENCY:** 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.
English Learners			88%	94	
Low income			80%	45	**INCOME:** About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			94%	378	
Learning disabled	NO DATA AVAILABLE		N/A	10	**LEARNING DISABILITIES:** 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.
Not learning disabled			94%	414	
Asian American			97%	345	**ETHNICITY:** 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.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	29	
White/Other			82%	30	

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You can read the **math standards** on the CDE's Web site.

Three-Year Trend: Math
■ **Advanced**
■ **Proficient**
■ **Basic**
■ **Below Basic**
■ **Far Below Basic**

Percentage of students who took the test:
2011: 99%
2012: 99%
2013: 98%

SOURCE: CDE STAR research file: 2011, 2012, and 2013.

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
SCHOOLWIDE AVERAGE		93%	99%	**SCHOOLWIDE AVERAGE:** About 36 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		57%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		57%	93%	

Subgroup Test Scores

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

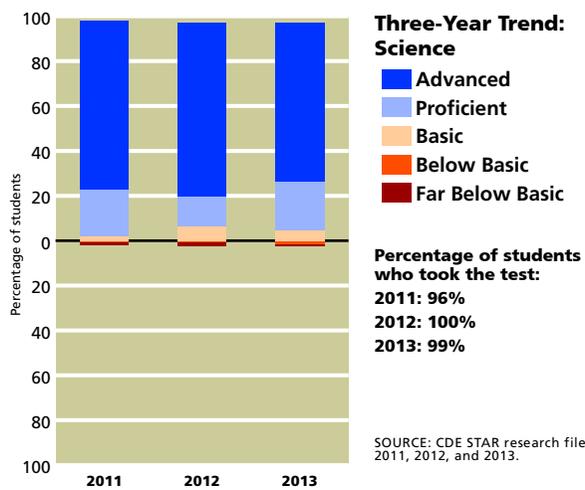■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		90%	50	**GENDER:** About five percent more girls than boys at our school scored Proficient or Advanced.
Girls		95%	59	
English proficient		97%	100	**ENGLISH PROFICIENCY:** 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.
English Learners	NO DATA AVAILABLE	N/A	9	
Low income	DATA STATISTICALLY UNRELIABLE	N/S	11	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
Not low income		94%	98	
Learning disabled	NO DATA AVAILABLE	N/A	2	**LEARNING DISABILITIES:** 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.
Not learning disabled		93%	107	
Asian American		93%	92	**ETHNICITY:** 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.

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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE's Web site.

Three-Year Trend: Science
■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2011: 96%
2012: 100%
2013: 99%

SOURCE: CDE STAR research file: 2011, 2012, and 2013.

Other Measures of Student Achievement

Teachers assess progress toward meeting standards using multiple measures. In addition to the annual California Standards Test, students are assessed through formative assessments, classroom observations, homework, class work, quizzes, and end-of-unit tests. Teachers also listen carefully to students as they read aloud in class to measure reading fluency. A districtwide reading test (DIBELS) is administered three times a year to monitor progress in reading fluency and comprehension. AUSD administers a formalized writing assessment three times a year. Students identified as English Learners take the California English Language Development Test every year. Teachers use the results of these tests to identify areas of strength and areas needing growth and to plan appropriate instruction.

At the end of each school year, standardized tests in math, language arts, and other curricular areas are used to measure the degree to which students are meeting state standards and AUSD's rigorous learning goals. Report cards are sent home at the end of each trimester. Student–led parent conferences are held each year. Various methods of parent/classroom communication are used to keep parents informed throughout the year. Parent-teacher meetings can be arranged as needed.

STUDENTS

Students' English Language Skills

At Baldwin Stocker, 73 percent of students were considered to be proficient in English, compared with 70 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	73%	68%	70%
English Learners	27%	32%	30%

SOURCE: Language census for the 2012–2013 school year. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 178 students classified as English Learners. At Baldwin Stocker, the language these students most often speak at home is Mandarin (Putonghua). 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	8%	88%	84%
Vietnamese	2%	1%	3%
Cantonese	15%	1%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	2%	1%	1%
Korean	6%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	67%	8%	9%

SOURCE: Language census for the 2012–2013 school year. County and state averages represent elementary schools only.

Ethnicity

Most students at Baldwin Stocker identify themselves as Asian/Pacific Islander. In fact, there are about ten times as many Asian/Pacific Islander students as White students, the second-largest ethnic group at Baldwin Stocker. 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	2%	8%	6%
Asian American/ Pacific Islander	83%	10%	11%
Hispanic/Latino	6%	66%	54%
White	8%	14%	25%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2012. County and state averages represent elementary schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $42,643 a year (based on a family of four) in the 2012–2013 school year. At Baldwin Stocker, 11 percent of the students qualified for this program, compared with 61 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	11%	69%	61%
Parents with some college	95%	51%	58%
Parents with college degree	88%	29%	34%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2012–2013 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 95 percent of the students at Baldwin Stocker have attended college and 88 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 61 percent of our students provided this information.

Arcadia Unified School District

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.

The average class size at Baldwin Stocker varies across grade levels from a low of 26 students to a high of 32. Our average class size schoolwide is 27 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	OUR DISTRICT
Kindergarten	32	24
First grade	26	21
Second grade	26	21
Third grade	26	20
Fourth grade	28	25
Fifth grade	28	27

SOURCE: California Department of Education, SARC Research File. District averages represent elementary schools only.

Safety

Staff monitor the school grounds before and after school as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. Visitors are asked to enter the school through the front entrance and sign in at the office, where they receive an identifying badge to wear throughout their stay.

Baldwin Stocker's School Safety Plan is reviewed annually and is approved by the School Site Council before publication. The plan includes procedures for emergencies, locations of exit routes, and inventories of emergency supplies. The School Safety Plan is available in the school office for parents, and it is also reviewed during a staff meeting. Fire drills are practiced monthly, and earthquake and lockdown procedures are practiced three times a year. Baldwin Stocker participates in a yearly disaster-preparedness drill, which involves all emergency agencies from the City of Arcadia and the school district.

Discipline

Students at Baldwin Stocker Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school community is committed to working as a team to promote positive, pro-social behaviors. Teachers focus on the positive and maintain warm and constructive atmospheres in their classrooms. Severe disciplinary issues are rare at Baldwin Stocker. Appropriate consequences, such as brief time-outs and loss of recess, take care of most minor misbehavior.

Parents are expected to be active partners in teaching their children to conduct themselves responsibly. When necessary, the principal meets with children and their parents to resolve problems not solved using classroom discipline strategies. Students are suspended or expelled only for extremely serious problems, such as chronic disregard of behavior standards, physical violence, or repeated acts of vandalism.

Homework

Arcadia Unified School District has a comprehensive homework policy in place. The governing board believes homework is an important part of the instructional program and is a valuable tool to support students' efforts to master grade-level content standards. Homework is defined as school-related assignments which enhance or reinforce concepts taught in the classroom and that require time and effort outside the regular school day for successful completion. Homework is designed to serve specific purposes, which include developing good study habits and promoting independent learning, preparing for upcoming instruction, and practicing or reviewing lessons taught in class.

Schedule

The school year includes 180 days of instruction. School begins each day at 8:20 a.m. and ends at 2:35 p.m. On Tuesdays, school is dismissed at 1:20 p.m. to provide teachers with collaboration time. Office hours are from 7:30 a.m. to 4 p.m. Throughout the year, three minimum days are included in the schedule to provide teachers and staff with time for professional development and teacher collaboration. Students are also dismissed at 12:25 each day during student conference week in the fall and spring to provide time for parents, students, and teachers to meet individually.

Parent Involvement

There is a high degree of parent involvement at Baldwin Stocker Elementary School. Parents and volunteers assist in classrooms, chaperone field trips, monitor traffic safety, and prepare materials for the teachers. Parents also serve on the School Site Council and English Language Advisory Committee, and they participate in the PTA. Baldwin Stocker parents are deeply interested, supportive, and involved in each child's education. Participation is often close to 100% in student-led conferences, Back-to-School Night, and Curriculum Showcase. The district PTA often recognizes Baldwin Stocker parents for the number of volunteer hours they contribute. For more information about getting involved at the school, please call our principal, Jayne Nickles, at (626) 821-8351.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The 2012–2013 school year was Jayne Nickles' second year as principal of Baldwin Stocker Elementary School. She has previous administrative experience as a summer school assistant principal and summer school lead teacher. Prior to coming to Baldwin Stocker, she taught at the elementary level for 13 years.

Leadership at Baldwin Stocker Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Teachers are encouraged to participate in the school's leadership teams, including the School Leadership Team, School Site Council (SSC), Student Study Team, Curriculum Adoption committees, English Language Advisory Committee (ELAC), PTA, Curriculum Committee, and Grade-Level Representatives.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	0%
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
Teachers lacking a full credential	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 as of December 2013.

"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.

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 2013–2014 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. 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.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	1%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	0%
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	1%

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

Staff Development

Staff development is supported by Beginning Teachers Support and Assessment providers and district curriculum coordinators. The district designates time for staff collaboration, planning, and professional development. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. Staff development topics included standards–based instruction, reciprocal teaching, vocabulary, Write from the Beginning, individualized instruction, teaching and assessing problem solving, reading comprehension, and transitioning to the Common Core State Standards.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2012–2013	1.0
2011–2012	1.0
2010–2011	3.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. The principal, who has been trained and certified to perform teacher evaluations, assesses temporary and probationary teachers annually and tenured teachers every other year.

Teachers are evaluated on their performance of district-adopted criteria, including engaging and supporting all students in learning, understanding and organizing subject matter, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and designing learning experiences for all students, and developing as a professional educator.

Evaluations are strictly confidential. They are shared only with the principal, the teacher, and the district personnel office, which maintains copies of the evaluation in the employees' personnel files. Teachers are not involved in a peer-review process. However, they do act as mentors and resource providers for their peers.

Substitute Teachers

Generally, the district does not experience problems finding qualified substitute teachers and has an adequate pool of fully credentialed substitutes. If a substitute is unavailable, administrative or support staff fills in for the absent teacher. Learning time is not lost due to the high quality of substitutes who follow the extensive lesson plans provided by the teacher. These plans include curriculum, instruction, and required materials for the day's activities.

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.

STAFF POSITION	STAFF (FTE)
Academic counselors	0.3
Behavioral/career counselors	0.0
Librarians and media staff	0.0
Psychologists	0.6
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	0.5
Resource specialists	1.0

SOURCE: Data provided by the school district.

Specialized Programs and Staff

Baldwin Stocker has a very active garden club. This club is sponsored by staff members and has weekly activities planned throughout the year. The club is self-supporting and holds occasional fund-raisers to help offset the cost of seeds, plants, and fertilizers. Parents of garden club members volunteer to join staff and children on occasional Saturdays to pull weeds and clean up the garden.

Baldwin Stocker Chorus is under the direction of a classroom teacher. The chorus is open to all third, fourth, and fifth grade students. They meet weekly throughout the school year and perform at various school and community functions.

Family Reading Nights are held weekly and are organized by teachers. Students may come to read with an adult, check out books, or take an Accelerated Reading test. Computers are also available to those who would like to work on projects.

A counselor works at Baldwin Stocker approximately two days a week to support students who are experiencing emotional issues that interfere with academic progress. The counselor also works with students who need help managing anger or anxiety, or who are in need of crisis intervention. The counselor teaches conflict resolution as a problem-solving strategy as well as other social skills. The AUSD nurse coordinates vision and hearing screenings every fall. A health assistant is always on duty during the school day to administer basic first aid and to attend to students who are feeling ill.

Special Education Program

Baldwin Stocker has one full-time Resource Specialist Program (RSP) teacher and two assistants who work with special education students. Resource students stay in the general education classroom as much as possible but come to the RSP classroom to work in small groups or one on one in their identified area of need. In the general education classroom, special education students receive accommodations according to their Individualized Education Program (IEP), such as more time to take tests, sitting close to the teacher, or modified homework. The resource students have mild or moderate learning disabilities. Students with more serious challenges attend Special Day Classes (SDC) at one of the other elementary schools in the district. The Baldwin Stocker special education staff also includes a speech therapist, a school psychologist, a school counselor, and an adapted PE teacher. These professionals work at Baldwin Stocker on a part-time basis.

English Learner Program

Baldwin Stocker has a full-time teacher certified in Cross-cultural Language and Academic Development (CLAD) who works with our English Learners in small groups according to skill level. English Language Development (ELD) is taught intensively in pullouts outside the classroom. The ELD program's focus is on reading, writing, listening, and speaking.

All classroom teachers have training on presenting subject matter to English Learners, and all are CLAD certified. Parents of English Learners are encouraged to join the English Language Advisory Committee (ELAC). ELAC's purpose is to help improve and expand the ELD program.

RESOURCES

Buildings

Baldwin Stocker Elementary School was built in 1966 and provides a safe, clean environment for students, staff, and volunteers. The school employs two full-time custodians who are responsible for the upkeep of campus grounds, classrooms, and restrooms. The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained. The Baldwin Stocker Elementary School campus currently has 28 classrooms, one staff room, a library/media center, production center, multipurpose room, and two playgrounds. At the time of this publication, 100 percent of the school's restrooms were fully functioning. All facilities are in good repair. During June 2011-August 2012, Baldwin Stocker was completely modernized. The infrastructure (sewer, electrical, water lines) was replaced and all classrooms were renovated. Along with new flooring and paint, each classroom has been equipped with 'classroom of the future' technology. A new library/media center was built and the school parking lot and playground were resurfaced.

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.

Library

The school library/media center is staffed by a half-time media center clerk and is stocked with an excellent selection of books and resource materials for all elementary grade levels. Currently our library houses 20,250 volumes. Students visit the library/media center on a regular basis for approximately 30 minutes per week with their classroom teachers. Each year funds are set aside through the school improvement program and a PTA gift to the school for expanding and updating the library collection.

Computers

Computer skills and concepts integrated throughout the curriculum prepare students for technological growth and opportunities. All classrooms at Baldwin Stocker School have three to five computers with internet access and are equipped with 'Classroom of the Future' technology which includes: mounted projector, Smartboard, technology table, microphones, document camera, laptop, and enhanced stereo sound system. In addition, the school's Production Center is equipped with 32 student computers. The Production Center is staffed by classroom teachers. The school also has a mobile computer lab with 32 laptops available for classroom use. Students receive computer-assisted instruction on a regular schedule. Software commonly used includes Microsoft Word, PowerPoint and Excel, Google Drive, Accelerated Reader, Hyper-Studio, and KidPix. Recent additional computer programs, such as Brain Pop, Thinking Maps, and My Access, are available tools to support student learning.

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 2013–2014 school year and whether those **textbooks** covered the California Content Standards.

Curriculum and the Transition to the Common Core

For many 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.

In 2010, California's State Board of Education voted to redefine what we teach. We are calling this the Common Core curriculum, because it is common or shared among schools in most states, and because it affects the core subjects. In 2012-2013, our district's teachers were already delivering a somewhat different curriculum in math and English/language arts. Changes to the science standards will follow in 2013-2014.

The **California Department of Education (CDE)** has published helpful background information about the Common Core curriculum. This includes a helpful **video introduction** as well as access to a **handbook for parents** of students in kindergarten through eighth grade. The full **math standards** are available as well as the standards for **English/ language arts**.

SCHOOL EXPENDITURES

In addition to general state funding, Baldwin Stocker also receives School Improvement Program (SIP) monies from the state as well as Title II funds, which are provided through a federally funded program. These monies are used in a variety of ways, all of which enhance student learning and the quality of the instructional program. SIP monies are used to pay the salary of the library clerk, to purchase supplemental material and supplies, and for staff development activities. Title II funds pay for three part-time intervention teachers who work with children that need additional reading and writing assistance.

Spending per Student (2011–2012)

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 611 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
Unrestricted funds ($/student)	$4,303	$5,440	-21%	$5,653	-24%
Restricted funds ($/student)	$764	$1,932	-60%	$3,083	-75%
TOTAL ($/student)	$5,067	$7,372	-31%	$8,736	-42%

SOURCE: Information provided by the school district.
* Districts allocate most of their costs to school sites and attribute other costs to the district office. When calculating the district average for school level spending per student, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Expenditures, by Category (2011–2012)

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 (all certificated staff)	$1,940,949	$312,632	$2,253,581	73%
Other staff salaries	$214,716	$25,245	$239,961	8%
Benefits	$437,373	$59,917	$497,290	16%
Books and supplies	$22,319	$47,046	$69,365	2%
Equipment replacement	$0	$0	$0	0%
Services and direct support	$12,117	$21,898	$34,015	1%
TOTAL	$2,627,474	$466,738	$3,094,212	

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

Compensation of Staff with Teaching Credentials (2011–2012)

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 26 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE*	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	$77,751	$79,802	-3%	$71,848	8%
Retirement benefits	$6,417	$6,588	-3%	$5,888	9%
Health and medical benefits	$5,623	$5,116	10%	$10,391	-46%
Other benefits	$813	$1,480	-45%	$720	13%
TOTAL	$90,604	$92,987	-3%	$88,847	2%

SOURCE: Information provided by the school district.
* Districts allocate most of their staff costs to school sites, but attribute other staff costs to the district office. One example is a reading resource teacher or librarian who works at all school sites. When calculating the district average for compensation per staff member, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Certificated Staff Compensation (2011–2012)

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	$2,052,637	86%
Retirement benefits	$169,417	7%
Health and medical benefits	$148,435	6%
Other benefits	$21,465	1%
TOTAL	$2,391,955	

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 December 2013. The CDE may release additional or revised data for the 2012–2013 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 2012); Language Census (March 2013); California Standards Tests (spring 2013 test cycle); Academic Performance Index (September 2013 growth score release); Adequate Yearly Progress (September 2013).

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 2013–2014

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2013–2014. 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	2011–2012	2012–2013	2013–2014
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	0	0	0
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES: This report was completed on Friday, November 01, 2013.

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	2011–2012	2012–2013	2013–2014
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	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	0	0	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Friday, November 01, 2013.

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?	FROM THE MOST RECENT OFFICIAL ADOPTION?	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%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

NOTES: This report was completed on Thursday, November 07, 2013. This information was collected on Friday, November 01, 2013.

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
OVERALL RATING	**Exemplary**	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
A. SYSTEMS	**Good**	
Gas Leaks		No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		No apparent problems.
Sewer System		No apparent problems.
B. INTERIOR		
Interior Surfaces (Walls, Floors, and Ceilings)	**Good**	No apparent problems.
C. CLEANLINESS	**Good**	
Overall Cleanliness		No apparent problems.
Pest or Vermin Infestation		No apparent problems.
D. ELECTRICAL		
Electrical Systems and Lighting	**Good**	No apparent problems.
E. RESTROOMS/FOUNTAINS	**Good**	
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		No apparent problems.
F. SAFETY	**Good**	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
G. STRUCTURAL	**Good**	
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)		No apparent problems.

Arcadia Unified School District

AREA	RATING	DESCRIPTION
Roofs		No apparent problems.
H. EXTERNAL	Good	
Playground/School Grounds		No apparent problems.
Windows, Doors, Gates, Fences (Interior and Exterior)		No apparent problems.
OTHER DEFICIENCIES	N/A	No apparent problems.

INSPECTORS AND ADVISORS: This report was completed on Thursday, November 14, 2013 by Michael Cooper (Operations Supervisor). The facilities inspection occurred on Tuesday, October 15, 2013. We employed the following staff or businesses in completing this report: Mike Cooper, Operations Supervisor Melinda Williams, Maintenance Supervisor The Facilities Inspection Tool was completed on Wednesday, November 13, 2013.

» 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	656
Black/African American	2%
American Indian or Alaska Native	0%
Asian	80%
Filipino	3%
Hispanic or Latino	6%
Pacific Islander	0%
White (not Hispanic)	8%
Two or more races	0%
Ethnicity not reported	0%
Socioeconomically disadvantaged	12%
English Learners	40%
Students with disabilities	1%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2012. 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	95
Grade 1	130
Grade 2	104
Grade 3	104
Grade 4	113
Grade 5	110
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2012.

Arcadia Unified School District

Average Class Size by Grade Level

GRADE LEVEL	2010–2011	2011–2012	2012–2013
Kindergarten	32	30	32
Grade 1	20	24	26
Grade 2	22	24	26
Grade 3	22	24	26
Grade 4	32	32	28
Grade 5	31	32	28
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A
Other	32	N/A	N/A

SOURCE: CALPADS, October 2012.

Average Class Size by Grade Level, Detail

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

GRADE LEVEL	2010–2011			2011–2012			2012–2013		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	0	2	0	0	3	0	0	3	0
Grade 1	5	0	0	0	4	0	0	5	0
Grade 2	5	0	0	0	4	0	0	4	0
Grade 3	5	0	0	0	4	0	0	4	0
Grade 4	0	3	0	0	3	0	1	3	0
Grade 5	0	3	0	0	3	0	1	3	0
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: CALPADS, October 2012.

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.

TEACHERS	SCHOOL			DISTRICT
	2010–2011	2011–2012	2012–2013	2012–2013
With Full Credential	29	26	27	404
Without Full Credential	0	1	0	1

SOURCE: Information provided by 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		
	MET FOUR OR MORE STANDARDS	MET FIVE OR MORE STANDARDS	MET ALL SIX STANDARDS
Grade 5	80%	56%	27%
Grade 7	N/A	N/A	N/A
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 2012–2013 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.

During the 2012–2013 school year, we had 13 suspension incidents. We had one expulsion incident. 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.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2012–2013	2	1	N/A
2011–2012	0	1	N/A
2010–2011	0	2	5
Expulsions per 100 students			
2012–2013	0	0	N/A
2011–2012	0	0	N/A
2010–2011	0	0	0

SOURCE: Information for the two most recent years provided by the school district. Prior 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 elementary schools only.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five. 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.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	**2011**	**2012**	**2013**	**2011**	**2012**	**2013**	**2011**	**2012**	**2013**
English/ language arts	90%	92%	90%	83%	85%	83%	54%	56%	55%
Mathematics	94%	94%	93%	82%	82%	81%	49%	50%	50%
Science	96%	91%	93%	85%	86%	86%	57%	60%	59%

SOURCE: STAR results, spring 2013 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.

	STUDENTS SCORING PROFICIENT OR ADVANCED		
STUDENT GROUP	**ENGLISH/ LANGUAGE ARTS 2012–2013**	**MATHEMATICS 2012–2013**	**SCIENCE 2012–2013**
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	91%	97%	93%
Filipino	N/A	N/A	N/A
Hispanic or Latino	84%	77%	N/A
Pacific Islander or Native Hawaiian	N/A	N/A	N/A
White (not Hispanic)	97%	84%	N/A
Two or more Races	N/A	N/A	N/A
Boys	86%	92%	90%
Girls	95%	94%	95%
Socioeconomically disadvantaged	85%	83%	82%
English Learners	73%	86%	N/A
Students with disabilities	75%	63%	N/A
Receives migrant education services	N/A	N/A	N/A

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

<div style="background:blue;color:white;text-align:center">**ACCOUNTABILITY**</div>

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 elementary schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all elementary 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	2010–2011	2011–2012	2012–2013
Statewide rank	10	10	10
Similar-schools rank	9	7	8

SOURCE: The API Base Report from May 2013.

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.

	ACTUAL API CHANGE			API
SUBGROUP	2010–2011	2011–2012	2012–2013	2012–2013
All students at the school	-7	+8	-6	971
Black/African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	-4	+7	-2	987
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	-10	+42	-19	905
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	-14	+10	+21	951
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	-11	+9	+12	927
English Learners	+1	+0	-15	948
Students with disabilities	+48	+10	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

API Scores by Subgroup

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

SUBGROUP	SCHOOL NUMBER OF STUDENTS	API	DISTRICT NUMBER OF STUDENTS	API	STATE NUMBER OF STUDENTS	API
All students	418	971	7,359	929	4,655,989	790
Black/African American	10	N/A	143	838	296,463	708
American Indian or Alaska Native	0	N/A	10	N/A	30,394	743
Asian	337	987	4,745	960	406,527	906
Filipino	10	N/A	219	901	121,054	867
Hispanic or Latino	29	905	997	834	2,438,951	744
Pacific Islander	0	N/A	9	N/A	25,351	774
White (non Hispanic)	31	951	1,205	906	1,200,127	853
Two or more races	1	N/A	28	743	125,025	824
Socioeconomically disadvantaged	49	927	1,426	875	2,774,640	743
English Learners	156	948	1,242	867	1,482,316	721
Students with disabilities	10	N/A	357	724	527,476	615

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

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 770 or growth of at least one point.

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
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in September 2013.

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
PI stage	2 of 3
The year the district entered PI	2012
Number of schools currently in PI	2
Percentage of schools currently in PI	18%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2013.

<div style="background:blue;color:white">DISTRICT EXPENDITURES</div>

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
FISCAL YEAR 2011–2012			
Total expenses	$67,856,943	$32,927,474,550	$46,420,178,248
Expenses per student	$7,152	$8,459	$8,382
FISCAL YEAR 2010–2011			
Total expenses	$71,916,755	$32,778,534,397	$46,278,595,991
Expenses per student	$7,596	$8,407	$8,323

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2011–2012

This table reports the salaries of teachers and administrators in our district for the 2011–2012 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	$48,511	$40,928
Midrange teacher's salary	$74,258	$64,449
Highest-paid teacher's salary	$96,556	$82,826
Average principal's salary (elementary school)	$122,058	$102,640
Superintendent's salary	$201,089	$183,968
Percentage of budget for teachers' salaries	47%	40%
Percentage of budget for administrators' salaries	6%	6%

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

TEXTBOOKS

Textbook Adoption List

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
HM Reading: A Legacy of Literature	Language Arts	2003	2003
California Harcourt School Publishers Math	Math	2009	2009
California Science	Science	2008	2008
Reflections (Grades K-5)	Social Science	2007	2007