

Highland Oaks Elementary School

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



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



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

The information in this report represents the 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

10 Virginia Dr.
Arcadia, CA 91006
Principal: Tina Cunningham
Phone: (626) 821-8354

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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Published by
SCHOOL WISE PRESS
466 Green Street, Suite 303
San Francisco, CA 94133
Phone: (415) 432-7800
www.schoolwisepress.com

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» Principal's Message

In the Spring of 2012, Highland Oaks School was honored as a California Distinguished School. Highland Oaks School is committed to enhancing learning for all young scholars with an emphasis on higher order, critical thinking skills. We believe the key components that favor quality results and improvement include a rigorous curriculum that is flexible enough to support all students' learning, opportunities for students to apply and practice problem solving in all academic areas, and support for a faculty of lifelong learners who work together and provide effective instructional planning. Instruction in kindergarten through fifth grade is individualized to challenge all students from diverse cultures.

Highland Oaks School is committed to a rigorous educational program with high academic expectations. Our curriculum is designed to meet the diverse academic and social needs of students in a dynamic learning environment, with outstanding resources and a vision for excellence. Our resources include dedicated and highly trained teaching professionals; well-prepared and eager students with a zest for learning; a talented and supportive parent community; and a vision for education that demands commitment and support for academic excellence, technology, and the arts in a nurturing child-centered environment. Our goal is to provide opportunities for all students to obtain the skills, knowledge, attitude, and values they need to reach their full potential as productive citizens prepared for the 21st century.

Highland Oaks School is committed to consistently creating a safe, challenging, and joyful learning environment, where all individuals are treated respectfully and are valued members of the school community. The philosophy of expected behaviors and discipline is to promote self-respect, self-discipline, caring for others, problem-solving, and responsibility in a fair and equitable manner. The parent-teacher-student partnership is an integral component of our school community in support of student academic and social growth.

Tina Cunningham, PRINCIPAL

Grade range and calendar

K-5

TRADITIONAL

Academic Performance Index

964

County Average: 812

State Average: 810

Student enrollment

698

County Average: 586

State Average: 534

Major Achievements

- The California Department of Education recognized Highland Oaks as a California Distinguished School in 2012. Highland Oaks is currently recognized as a Top 60 Great School by Los Angeles Magazine. The California Business for Education Excellence: Just for the Kids Honor Roll recognized Highland Oaks for sustained high academic achievement and steady progress toward closing achievement gaps for all students. We attribute our success to many aspects of our educational program, including a clear focus on schoolwide goals; faculty participation in an authentic and active professional learning community; strong support for students in small reading groups; technology to support and expand learning; and afterschool enrichment classes in hands-on science experiences, chess, instrumental music, book clubs, and technology and video clubs.
- Highland Oaks provides an educational program rich in opportunities for every student to excel. Unique to Highland Oaks is our Performing Arts Program for all students. Each grade level meets once a week in the Performing Arts Program. Students are engaged in active learning including music appreciation, multicultural music experience, musical note reading, rhythm activities, instruments, drama, song, and dance, culminating in two productions each year. Additionally, students in kindergarten through grade five receive in-class instruction for six-week intervals in music appreciation, the study of composers and eras of music, dance and movement, oral presentation, and improvisation. A Theater Arts Program is offered before school, and it culminates in a musical play for the school community. Highland Oaks also has a dedicated school cable channel and broadcast room in which students produce and present weekly broadcasts of news, weather reports, character study, and school spirit activities. Each grade level and every classroom also receives an enriched fine arts program with experiences based on the work of great artists with varied art media, including clay, pastels, paint, and charcoal.

Focus for Improvement

- Through careful analysis of data on student performance by the faculty, the Leadership Team, and the School Site Council (SSC), we defined three goals to further support student achievement this school year:
- Goal #1: Within four school years, 2012–2016, each grade will increase their reading comprehension proficiency by 5%, as measured by CST Reading Comprehension (grades 2–5), DIBELS Oral Reading Fluency (K–1), and Scholastic Early Childhood Inventory (TK).
- Goal #2: Within four school years, 2012–2016, overall grade level proficiency will increase by 4% in grades K–5 in each targeted trait measured by the district writing assessment and on the CST Writing Strategies sub-test for grades 2–5.
- Goal #3: Within four school years, 2012–2016, overall grade level proficiency will increase by 3% in grades K–5 in each identified math sub-test as measured by textbook assessments in grades TK–1 and by CST sub-tests in grades 2–5.

MEASURES OF PROGRESS

Academic Performance Index

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

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	964
Growth attained from prior year	+4
Met subgroup* growth targets	Yes

Highland Oaks’s API was 964 (out of 1000). This is an increase of 4 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.

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

API RANKINGS: Based on our 2011–2012 test results, we started the 2012–2013 school year with a base API of 960. 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.

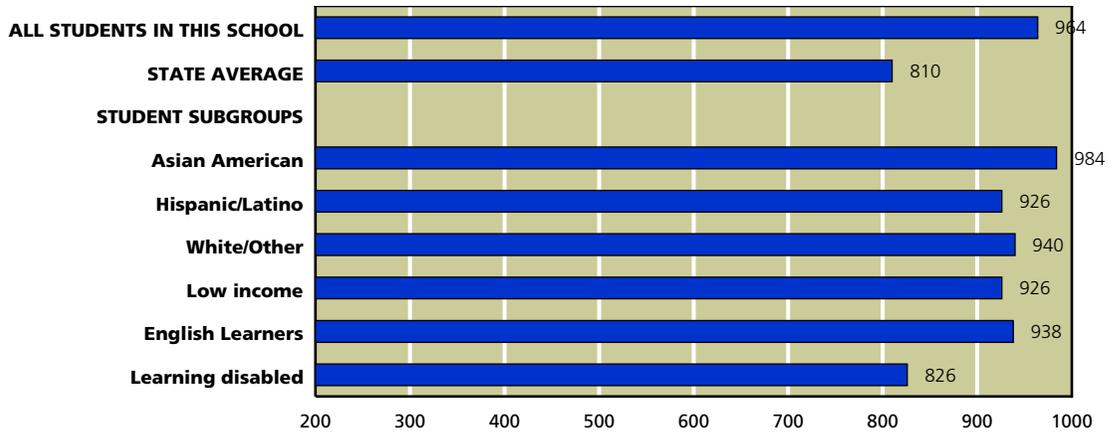
*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. N/A - Results not available.

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 6 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.

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.

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 16 out of 17 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	●	●	●	●
White/Other	●	●	●	●

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.

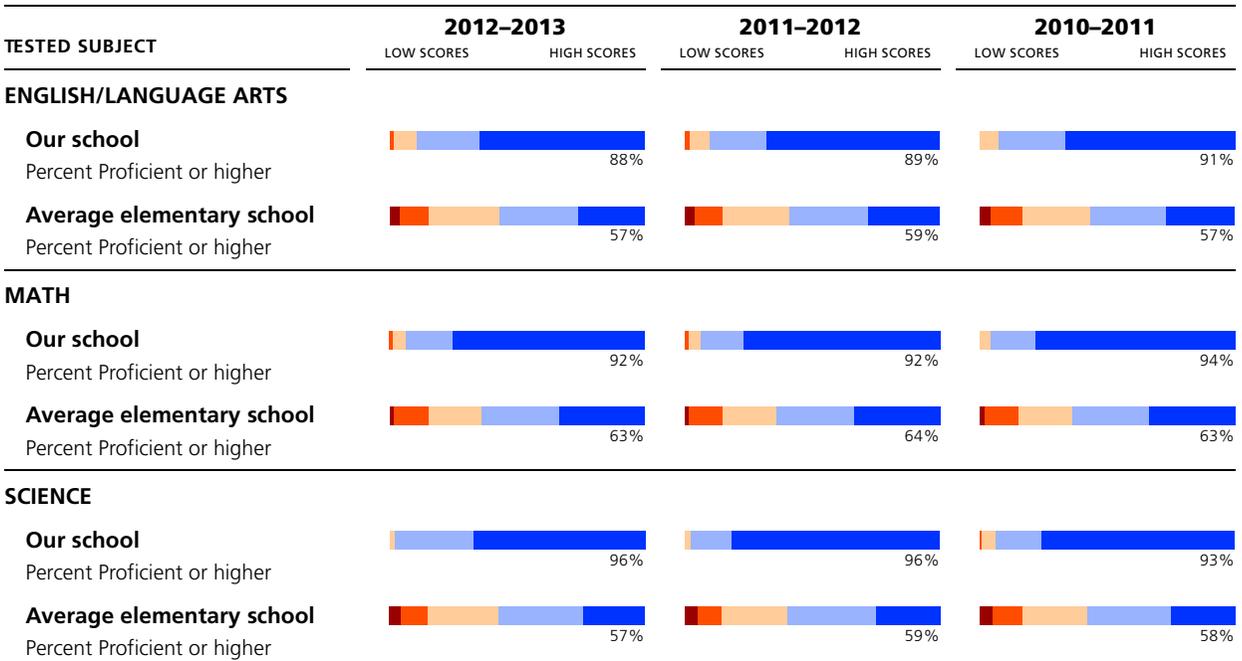
STUDENT ACHIEVEMENT

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



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			88%	99%	SCHOOLWIDE AVERAGE: About 31 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):

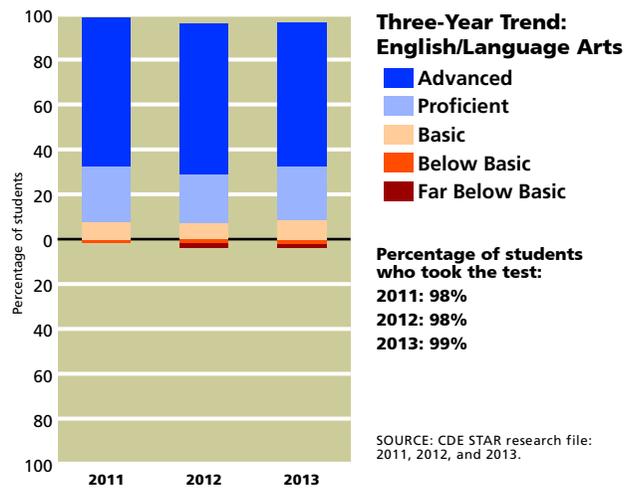
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			85%	242	GENDER: About seven percent more girls than boys at our school scored Proficient or Advanced.
Girls			92%	224	
English proficient			93%	400	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			55%	66	
Low income			88%	60	INCOME: About two percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			90%	398	
Learning disabled	NO DATA AVAILABLE		N/A	24	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			90%	442	
Asian American			89%	270	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			86%	53	
White/Other			87%	125	

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.



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			92%	99%	SCHOOLWIDE AVERAGE: About 29 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):

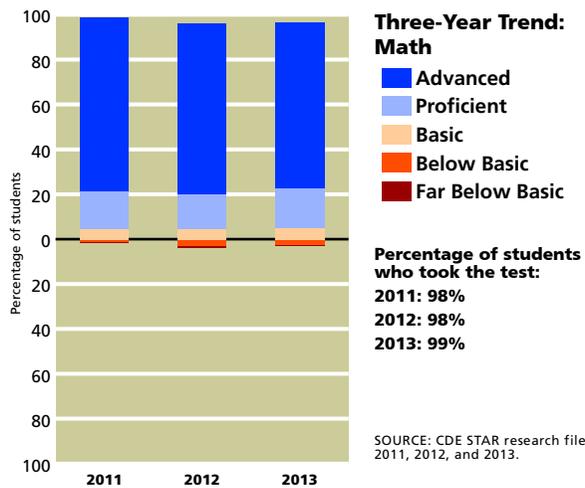
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GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			89%	242	GENDER: About six percent more girls than boys at our school scored Proficient or Advanced.
Girls			95%	224	
English proficient			94%	400	ENGLISH PROFICIENCY: 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			79%	66	
Low income			82%	60	INCOME: About 12 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			94%	398	
Learning disabled	NO DATA AVAILABLE		N/A	24	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%	442	
Asian American			96%	270	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			82%	53	
White/Other			89%	125	

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



Science

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

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GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			96%	98%	SCHOOLWIDE AVERAGE: About 39 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%	
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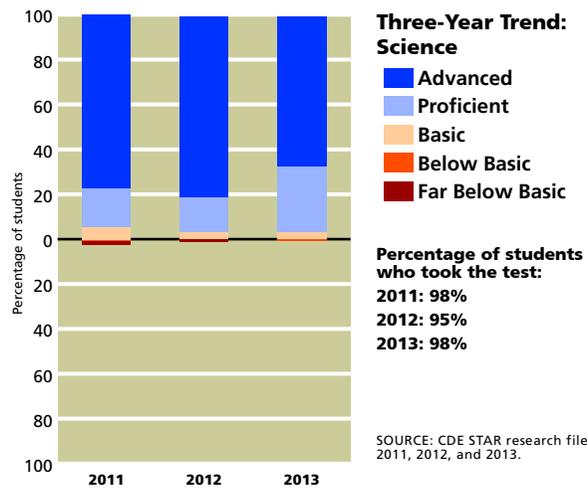
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			97%	61	GENDER: About two percent more boys than girls at our school scored Proficient or Advanced.
Girls			95%	62	
English proficient			97%	113	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	10	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	18	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			96%	104	
Learning disabled	NO DATA AVAILABLE		N/A	6	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			96%	117	
Asian American			96%	54	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	17	
White/Other			98%	46	

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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.



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

Other Measures of Student Achievement

Based on the results of the California State Standards Tests and the calculation of the Academic Performance Index (API), Highland Oaks has achieved the esteemed API score of 964 out of 1000 possible points. To measure student progress toward mastery of Arcadia Unified School District Standards in all content areas at each grade level, Highland Oaks teachers collect varied evidence of student learning. In addition to standardized test results, teachers use informal observations, portfolios, classroom participation, guided reading group work, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading fluency assessment, formal writing assessments each trimester and individual writing conferences with students.

An essential component in measuring student achievement and students' responsibility for their own learning at Highland Oaks School is the student-led conference. In October and March parents participate in individual student-led conferences with teachers and students. Students determine goals, design action plans, analyze personal strengths and weaknesses, and reflect on the next steps needed in their educational progress. Together, the student, teacher, and parents determine what each will do to help the student reach his or her educational goals. A partnership is established and maintained between the school and home through clear communication at this conference.

Other measurements of progress include Accelerated Reader, Scholastic Reading Inventory, and Math Masters. In the Accelerated Reader program, students read books from the Accelerated Reader list and take web-based comprehension tests during the weekly media center visit, at Family Reading Nights, or in the classroom when time permits. The list is available on the district or school web site and in the school library. All students able to read both the book and the test independently are encouraged to participate in this program. Students who pass a test are awarded points based on the difficulty of the book.

Math Masters challenges first through third graders to improve their math skills. At frequent intervals, students are time-tested on addition, subtraction, multiplication, and division math facts according to their grade level. Students who are able to pass consecutive timed tests are awarded a Math Master Certificate from the principal. First graders usually begin this special challenge during the third trimester.

STUDENTS

Students’ English Language Skills

At Highland Oaks, 84 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	84%	68%	70%
English Learners	16%	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 115 students classified as English Learners. At Highland Oaks, 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	14%	88%	84%
Vietnamese	2%	1%	3%
Cantonese	17%	1%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	1%	1%
Korean	5%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	62%	8%	9%

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

Ethnicity

Most students at Highland Oaks identify themselves as Asian/Pacific Islander. In fact, there are about two times as many Asian/Pacific Islander students as White students, the second-largest ethnic group at Highland Oaks. 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	1%	8%	6%
Asian American/Pacific Islander	58%	10%	11%
Hispanic/Latino	13%	66%	54%
White	27%	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 Highland Oaks, 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	93%	51%	58%
Parents with college degree	85%	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 93 percent of the students at Highland Oaks have attended college and 85 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 64 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

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

The average class size at Highland Oaks varies across grade levels from a low of 20 students to a high of 32. Our average class size schoolwide is 24 students.

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

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

Safety

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan, developed by the Safety and Disaster Committee and School Site Council, is updated each fall. It covers various safety issues, including playground supervision, character building, anti-bullying policies, contents of the disaster bin, search and rescue, lockdown procedures, uniform response to an unauthorized person on campus, and other emergency procedures. The Safety Plan is reviewed with all staff members at the beginning of each school year. Safety drills are held on a regular basis; we conduct fire drills monthly, earthquake drills two times a year, and intruder/lockdown drills once a year. The disaster bin houses all emergency response materials including search and rescue team supplies; stretchers; wheelchairs; triage supplies including cots and emergency first aid supplies; drinking water; blankets; and “easy-ups” for shelter. The disaster bin is inventoried, we refresh supplies as needed and clean it twice a year. Emergency walkie-talkie radios are tested monthly and assigned to staff members throughout the school year.

The Highland Oaks School community has responded in a proactive manner to the media attention of bullying in schools. Building on an enduring commitment to a responsive and caring learning environment, a caring community has evolved that includes teacher and parent leadership as well as student participation and leadership on campus. Staff members and parents have participated in researching and developing understandings of the issues of bullies, the bullied, and bystanders. Together we have developed programs and strategies for teachers, parents, and students to empower all in the response to any instances of bullying or cyber bullying as it occurs. Collaboration in our Caring Community for staff members, parents, and students is continual throughout the school year. Our young scholars participate in a Playground Summit twice a year to provide an opportunity to have a voice in the behavior expectations and playground rules in this respectful and caring learning environment. Lessons have been developed to address social development at each grade level, and an interactive series is provided for each classroom, kindergarten through fifth grade.

To ensure student safety, teachers, administrators, and school proctors supervise students on campus before and after school, and during recess and lunch. Any visitors to the campus are required to check in at the school’s main office and must wear a proper identification badge at all times. Identification is needed to release any student who is taken away from campus, whether by a parent, relative, or neighbor designated on the student’s emergency card.

Discipline

The Highland Oaks staff has embraced the philosophy of the Responsive Classroom (RC), a research-based approach to teaching and learning that promotes safe, challenging, and joyful classrooms and schools. It consists of practical strategies and respectful language for bringing together social and academic learning. It is a philosophy that encourages the empowerment of children as individuals, as a classroom family, and ultimately as a school community. The RC enhances social awareness in a caring learning environment that models a proactive approach to discipline and behavior management strategies schoolwide. Like any good academic program, it encourages students to think, listen, work cooperatively, be actively engaged, and take responsibility for their own choices, actions, and learning.

The RC philosophy and strategies have made the enhancement of antibullying policies a natural progression for the school community. A Caring Community of staff members, parents, and students has researched and developed expectations of each other with respect to the behavior of the bully, the bullied, and the responsibility of the bystander(s). Each group is empowered with common expectations, strategies, and

common language in working with the onset of any bullying occurrence. Teachers and staff members have participated in professional development activities, parents have participated in a parent meeting called Creating Caring Children, and students have provided input and leadership in schoolwide implementation. Bullying, harassment, and cyber bullying are unacceptable, harmful, and dangerous. Students displaying bullying behavior will take part in a parent conference and receive counseling as well as consequences based on the Arcadia Unified School District discipline matrix.

The staff at Highland Oaks provides many opportunities and incentives that promote the development of positive self-esteem as well as academic excellence. Each month our school recognizes Students of the Month at a flagpole ceremony with the entire student body and parents. Each class selects a student who exemplifies the character trait (citizenship, responsibility, integrity, or perseverance) and recognizes them with a special embroidered hat and certificate. Each student receives a certificate for the particular character trait at the beginning of the month and sets a specific goal to display that character throughout the month. At the end of the month the students complete the certificate by stating how they accomplished the character goal. Students are also recognized with Caught Being Good slips that are used in a monthly drawing for lunch with the principal. All students and classes participate in the Acts of Kindness school challenge in which each student notes a personal act of kindness on a link to a schoolwide chain. This past year the chain encircled the entire multi-purpose room, with many feet of chain to spare.

Homework

Arcadia Unified School District has a comprehensive homework policy. 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 that 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. PTSA parents supervise the library after school two days a week as a study hall open to all students.

Schedule

The school year begins the last week in August and ends the second week of June. Arcadia Unified School District's traditional number of instructional days is 180.

Classes begin at 8:20 a.m. and end at 2:40 p.m. for students in first through fifth grade. Kindergarten has a split session: the first group comes from 8:20 a.m. to 11:45 a.m. and the second group comes from 10:15 a.m. to 2:25 p.m. On Wednesdays the school is on an early-release schedule to provide teachers time for professional collaboration, with classes beginning at 8:20 a.m. and ending at 1:20 p.m.

Office hours are from 7:30 a.m. to 4 p.m. daily.

Parent Involvement

The extraordinary success of Highland Oaks School is in large part due to its tradition of strong parent support and participation. Last year volunteers logged a total of 14,500 hours! We have many opportunities for parents to participate in the life of our school, and we depend on parents to keep many enrichment programs running smoothly. Parents organize and teach the art docent program, Foundations in Art, for each classroom. They also teach the Green Circle and Bully-Proof programs that emphasize tolerance through appreciating diversity and problem solving, provide outdoor Rockin’ Recess activities for students. Parents who wish to become a volunteer can contact the school office at (626) 821-8354.

Parents are active participants in our School Site Council, which works with the administration to help make decisions on the School Improvement Budget, Single Plan for Student Achievement, and School Safety Plan. Parents of English Learners are vital to our English Learner Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. Parent participation is critical in the work of the Caring Community Committee to enhance the learning environment of the school for each student. The contact for Caring Community Committee is Tina Cunningham, 626-821-8354.

Room parents organize parent volunteers to help with PTSA activities, special projects in the classroom and chaperone on field trips. We sponsor cultural- and curriculum-based field trips and buy books for the library, playground equipment, and computers for classrooms through parent-organized fund-raisers. The PTSA sponsors community builders such as First Day Coffee, Generations Day, Hawk Walk, Spring Carnival, and Family Fun Nights. We invite all parents to attend Back-to-School Night in the fall, Open House in the spring, and student-led conferences.

Additionally, our parent community maintains a “Designing Dads” organization which provides support to our extraordinary Performing Arts Program. If interested in more information on Designing Dads, please contact the school office.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Mrs. Tina Cunningham is currently in her first year as principal of Highland Oaks Elementary School. Prior to this she served as the Curriculum Coordinator and Principal of Temple Intermediate School in the Garvey School District. Mrs. Cunningham also served as Curriculum Coordinator and Principal in the Temple City Unified School District. The previous principal, Dr. Ilene Anderson, retired at the end of the 2013 school year.

Leadership at Highland Oaks 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, Caring Community Committee, Student Support Team, School Professional Learning Community, English Learner Advisory Committee (ELAC), Parent-Teacher-Student Association (PTSA), Curriculum Committees, and grade-level teams. The SSC provides structure, guidance, input, and organization for the Single Plan for Student Achievement. Typically, meetings are held every month throughout the school year. Meetings are usually one hour in length and are held on Monday afternoons beginning at 2:40 p.m.

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

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 have included analyzing data to increase student achievement, standards-based instruction, conventions in writing, differentiated instruction, teaching English Learners, teaching and assessing problem solving, instructional strategies to enhance reading comprehension, aligning curriculum to content standards, Thinking Maps, and Responsive Classroom philosophy and strategies to build a respectful and caring school community.

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.

Highland Oaks educators have been participating in intensive seven-day professional development of research-based effective strategies in teaching writing called Write From the Beginning. All kindergarten, first, and second grade teachers have received introductory training from the school district. Twenty-four Highland Oaks teachers spanning all grade levels participated in an intense summer Trainer of Trainers workshop for four days that continued in October with three additional days of training. Teachers share new strategies and collaborate at grade level and across grade levels in developing engaging presentations and lessons targeted at specific skill mastery for students.

Highland Oaks School uses the weekly early-release schedule on Wednesdays as well as the Performing Arts Program instructional time to release grade-level teams of teachers for collaboration and planning. The faculty has also used minimum days to look at test data and identify curriculum areas that need attention and to collaborate on schoolwide goals. Most of the faculty also participates in a voluntary professional learning community to support lifelong learning and enhance instructional strategies and student achievement.

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 assessed against district-adopted criteria, which includes engaging and supporting all students in learning, understanding and organizing subject matter for student learning, 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.

Weekly grade level collaboration provides all teachers opportunities to share and learn from their expert colleagues in focused and effective instructional strategies.

Substitute Teachers

The Arcadia Unified School District thoroughly screens and employs fully credentialed teachers as substitute teachers. At Highland Oaks School we refer to them as guest teachers. Each teacher maintains a “Guest Teacher” folder to welcome the substitute teacher and provide all necessary information to ensure a safe and productive day with our young scholars.

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	0.8
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	1.5
Resource specialists	1.0

SOURCE: Data provided by the school district.

Specialized Programs and Staff

Visual and performing arts are valued by the Highland Oaks School community. The arts inspire self-confidence, energize the school environment, and help students develop critical skills for life and work. All students participate in at least three major productions each year, culminating with an On Broadway show in April. Fourth and fifth grade students may participate in a show choir and video club to gain experience with recording and mixing school productions. Our free instrumental music program for fourth and fifth graders provides opportunities for music appreciation, learning an instrument of their choice, and performing. A school music concert encourages students to participate.

The staff at Highland Oaks School strives to help students in their social and personal development as well as academics. A qualified part-time counselor provides individual and small-group support to strengthen students’ social and problem-solving skills and self-esteem. Support staff provide additional assistance. We also provide individual counseling for all grade levels, based on parent, teacher, or principal referral. Designated Individual Service counseling is provided as part of an IEP to address such issues as organizational skills, peer conflict, divorce, birth of a new sibling, bullying, lack of motivation, and physical and/or verbal aggression.

Special Education Program

We have one full-time Resource Specialist Program (RSP) teacher and one full-time assistant. RSP uses a pullout program outside the classroom as well as a push-in program within the classroom when appropriate that involves ongoing collaboration with the general education classroom teachers. The resource teacher provides strategies and materials to classroom teachers to help them meet students’ individual needs within the general education classroom. Services within the RSP classroom are designed to provide support towards mastering grade-level content standards, to help students develop coping strategies and organizational and study skills, and to foster self-esteem.

The Language and Speech Program provides services for students who have difficulties with speech (articulation, voice, and fluency) and/or language. Students who are referred to the language/speech specialist are screened and/or evaluated according to specific guidelines. Students enrolled in the program are seen individually, in small groups, or within the classroom setting. Based on the student’s needs, an Individualized Educational Program (IEP) is developed. The core curriculum is emphasized so the student’s new skills can transfer into the classroom more readily. We offer speech/language services to children in the district from ages three to 22.

The two Special Day Classes (SDC) at Highland Oaks School enroll Arcadia Unified School District students in kindergarten through second grade. SDC is included with same-age students for sheltered instruction where appropriate. Appropriate adaptive PE, occupational therapy, and language and speech services are also provided as indicated in IEPs. SDC students also attend a summer school program so that new skills are not lost over an extended break.

English Learner Program

Highland Oaks School offers an English Learners program for children who are learning English. All children who speak a language other than English at home are tested for English competence in listening, speaking, reading, and writing, as appropriate to their grade level. A credentialed teacher designs and presents our English Learner program lessons. The sessions are provided four days a week in blocks of 30 to 90 minutes, depending on grade level and language knowledge.

RESOURCES

Buildings

Highland Oaks School was built in 1949 and is a safe, clean environment for students, staff, and volunteers. All schools in the Arcadia Unified School District underwent complete renovation in 1995–1996. In 2006–2007 Highland Oaks had the roof repaired, the sound system in the multipurpose room upgraded, and the faculty lounge renovated. As a result of Measure I passing by a strong local voter response in November 2006, Highland Oaks School was one of the first schools in the Arcadia Unified School District to undergo major renovations beginning in the winter of 2008. The renovations included a spacious new state-of-the-art library and media center, cutting-edge technology in each classroom to enhance interactive instruction and learning, a new enlarged covered outdoor lunch pavilion, new restrooms, and a new student services building as well as new flooring in every classroom and new double-paned window systems for most classrooms. The multipurpose room has new flooring, rest rooms, and new stage drapes. Most renovation projects, including landscaping and a new drainage system serving the entire site, were completed by August 2011.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff of two to develop cleaning schedules to ensure a clean and safe school. District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and gives high priority to emergency repairs.

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's library is staffed by a part-time library clerk and is stocked with an excellent selection of books and resource materials for all grade levels. Students visit the library weekly with their classrooms. Computer resources within the library are connected to the Internet so students may access information online to improve their research skills. Resources in the library/media center include DVDs, VHS tapes, AlphaSmart keyboards, an LCD projector, audio books, listening centers, an array of books and literature, and teacher and parent resources. The literature inventory in the library exceeds an extraordinary 20,000 books, which is approximately 30 books per student. We encourage children to donate a book to the school library in honor of their birthdays.

Book discussions of preassigned books are conducted for each grade level during lunch times. Book Battles are conducted with grade-level specific teams of students responding to questions from preassigned literature books to earn points. A Book Battle was organized this year with fourth and fifth students from a neighboring school.

PTSA parent volunteers supervise the library for one hour after school on Tuesdays and Thursdays for book checkout, research, and homework. The media center has an electronic checkout and catalog system that tracks individual and class records of use. We use the data to identify books that are used extensively so that similar books can be purchased.

Family Reading Nights are monthly gatherings at school for families to encourage reading as a vital and lifelong skill. Families can use the Accelerated Reader program, and printouts from the Accelerated Reader program provide a record of the books read, the reading level, and a score. This provides valuable input for teachers, students, and parents about student comprehension.

Computers

Technology skills and concepts integrated throughout the curriculum prepare students for technological growth and opportunities. All classrooms at Highland Oaks School have laser printers and six to ten computer workstations with internet access. The school also has four mobile computer labs with 30 laptop computers and a laser printer available for classroom use, to work on individual and cooperative projects, or for building and programming in the Robotics program. All classrooms are also equipped with LCD projectors and document presenters and with interactive boards to enhance instruction and learning. All teachers have access to email and the internet. Teachers work online to keep attendance, record grades, maintain report cards, and correspond via email with parents and colleagues.

All teachers are trained in and have access to United Streaming in their classrooms. This is a digital video-based learning resource with access to 50,000 content-specific segments from 5,000 full-length educational videos. In addition, our media center is equipped with an LCD projector, SMART Board, laser printers, and 32 computer workstations, and is staffed by a part-time media clerk. Teachers bring their students to the computer lab once a week, where they learn to type, conduct research on the internet, do math on simple spreadsheets, and create PowerPoint presentations. Software commonly used includes Microsoft Word, PowerPoint and Excel, Inspiration, Ultimate Writing, Accelerated Reader, and KidPix. Three teachers also provide support for staff as technicians and provide afterschool classes for staff on developing effective instructional templates, building web pages, blogging, podcasting, Excel worksheets, and troubleshooting technology issues in classrooms.

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

Federal Title II funds support two intervention teachers who meet with small groups of students throughout the day to support reading, writing, and math.

Our PTSA raises funds to help pay for field trips, library books, scholarships for overnight field trips, and classroom technology through the Hawk Walk, restaurant nights, and direct donation. Our Designing Dads parent organization raises funds to support our Performing Arts Program, music education, and cultural arts experiences and enrichment for all students. Professional development opportunities for teachers and character programs are funded by the profits of scrip purchase by our parent community and with the support of the Arcadia Educational Foundation.

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 614 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)	\$4,582	\$5,440	-16%	\$5,653	-19%
Restricted funds (\$/student)	\$1,781	\$1,932	-8%	\$3,083	-42%
TOTAL (\$/student)	\$6,364	\$7,372	-14%	\$8,736	-27%

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)	\$2,072,117	\$635,984	\$2,708,101	69%
Other staff salaries	\$238,703	\$186,537	\$425,240	11%
Benefits	\$454,402	\$150,309	\$604,711	15%
Books and supplies	\$33,648	\$49,365	\$83,013	2%
Equipment replacement	\$0	\$0	\$0	0%
Services and direct support	\$12,787	\$70,895	\$83,682	2%
TOTAL	\$2,811,657	\$1,093,090	\$3,904,746	

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 29 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$81,085	\$79,802	2%	\$71,848	13%
Retirement benefits	\$6,689	\$6,588	2%	\$5,888	14%
Health and medical benefits	\$4,885	\$5,116	-5%	\$10,391	-53%
Other benefits	\$1,330	\$1,480	-10%	\$720	85%
TOTAL	\$93,990	\$92,987	1%	\$88,847	6%

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	\$2,383,886	86%
Retirement benefits	\$196,670	7%
Health and medical benefits	\$143,626	5%
Other benefits	\$39,113	1%
TOTAL	\$2,763,295	

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 Monday, November 04, 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)		Several classrooms have storage reaching within several inches of the ceiling - on top of cabinets.
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.

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 Friday, October 04, 2013. We employed the following staff or businesses in completing this report:
 Inspection was completed by Mike Cooper, Operations Supervisor Melinda Williams, Maintenance Supervisor
 David Angell, Advanced Maintenance Mechanic 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	698
Black/African American	1%
American Indian or Alaska Native	0%
Asian	56%
Filipino	2%
Hispanic or Latino	13%
Pacific Islander	0%
White (not Hispanic)	27%
Two or more races	0%
Ethnicity not reported	0%
Socioeconomically disadvantaged	13%
English Learners	22%
Students with disabilities	4%

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	122
Grade 1	112
Grade 2	114
Grade 3	97
Grade 4	127
Grade 5	126
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.

Average Class Size by Grade Level

GRADE LEVEL	2010–2011	2011–2012	2012–2013
Kindergarten	28	29	20
Grade 1	20	22	14
Grade 2	19	21	16
Grade 3	20	22	16
Grade 4	30	28	32
Grade 5	30	32	32
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	20	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	3	0	0	3	0	2	4	0
Grade 1	4	0	0	2	3	0	4	4	0
Grade 2	6	0	0	1	3	0	4	3	0
Grade 3	5	0	0	3	3	0	3	3	0
Grade 4	0	3	0	0	4	0	0	4	0
Grade 5	0	5	0	0	3	0	0	4	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	32	30	31	404
Without Full Credential	0	0	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	85%	63%	39%
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.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2012–2013	1	1	N/A
2011–2012	1	1	N/A
2010–2011	3	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.

During the 2012–2013 school year, we had six suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

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.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/ language arts	91%	89%	88%	83%	85%	83%	54%	56%	55%
Mathematics	94%	92%	92%	82%	82%	81%	49%	50%	50%
Science	93%	96%	96%	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.

STUDENT GROUP	STUDENTS SCORING PROFICIENT OR ADVANCED		
	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%	96%	98%
Filipino	91%	82%	N/A
Hispanic or Latino	85%	83%	94%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A
White (not Hispanic)	87%	88%	98%
Two or more Races	N/A	N/A	N/A
Boys	85%	89%	97%
Girls	92%	95%	95%
Socioeconomically disadvantaged	84%	82%	100%
English Learners	59%	79%	N/A
Students with disabilities	62%	69%	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.

ACCOUNTABILITY

California Academic Performance Index (API)

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

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all 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	6	7	6

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.

SUBGROUP	ACTUAL API CHANGE			API
	2010–2011	2011–2012	2012–2013	2012–2013
All students at the school	+11	-8	+4	964
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	+13	-6	+2	984
Filipino	-64	+3	N/A	N/A
Hispanic or Latino	+25	-21	+44	926
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+16	-10	-14	940
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	+72	-69	+53	926
English Learners	+15	-20	+2	938
Students with disabilities	+43	-59	+55	826

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		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	451	964	7,359	929	4,655,989	790
Black/African American	5	N/A	143	838	296,463	708
American Indian or Alaska Native	0	N/A	10	N/A	30,394	743
Asian	258	984	4,745	960	406,527	906
Filipino	10	N/A	219	901	121,054	867
Hispanic or Latino	53	926	997	834	2,438,951	744
Pacific Islander	0	N/A	9	N/A	25,351	774
White (non Hispanic)	125	940	1,205	906	1,200,127	853
Two or more races	0	N/A	28	743	125,025	824
Socioeconomically disadvantaged	65	926	1,426	875	2,774,640	743
English Learners	89	938	1,242	867	1,482,316	721
Students with disabilities	18	826	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.

DISTRICT EXPENDITURES

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