

Holly Avenue 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

360 West Duarte Rd.
Arcadia, CA 91007
Principal: Christine Blackstock
Phone: (626) 821-8355

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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Holly Avenue Elementary School

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Arcadia Unified School District

» Principal's Message

Holly Avenue is an excellent place for a child to be educated. The school employs a highly dedicated teaching staff of outstanding quality and professionalism. The variety of talent among the teachers, as well as their commitment to excellence, provides an exciting learning atmosphere for the students at our school. We provide a high-quality, comprehensive educational program for all students in a safe but challenging environment. Students are encouraged to develop socially, emotionally, physically, and intellectually. We are committed to preparing and motivating our students to become lifelong learners and productive citizens who can contribute to a global society. This is accomplished through the cooperative efforts of educators, support staff, parents, community members, and students. The staff at Holly Avenue Elementary School has created an excellent instructional program based on California Content Standards and is moving toward Common Core Standards implementation, a set of standards developed by the federal government in the hopes of unifying education standards nationwide. Our vision is to prepare students academically in a way that balances skill development with critical and complex thinking skills, encourages creative thinking, and maximizes individual students' strengths.

Holly Avenue offers classes for all levels of learners, and customized teaching is common in the classrooms. General education students often help and mentor students with moderate disabilities in our special education classes. Primary students are paired with upper grade level students in special buddy classes. It is not unusual to find fifth grade students reading to kindergartners or helping them create writing projects on computers. All grade levels incorporate science into the curriculum by working in and maintaining the garden. Pumpkins and gourds harvested are raffled off to support science activities. Students are offered opportunities to provide service to others within the school community. Teachers collaborate regularly about strategies to enable all learners across the spectrum, from struggling to highly capable, to grow and succeed. Our strong technology program supports instruction and we will continue to investigate new ways to use and teach technology to enhance learning in our classrooms.

As the curriculum intensifies, our new English Language Development (ELD) students and special education students, as well as some students not in special programs sometimes struggle to perform at the proficient level. Teachers constantly re-evaluate their instructional strategies to meet the needs of all students while working closely with families.

Christine Blackstock, PRINCIPAL

Grade range and calendar

K-5

TRADITIONAL

Academic Performance Index

910

County Average: 812

State Average: 810

Student enrollment

682

County Average: 586

State Average: 534

Major Achievements

- All classrooms on campus provide a high-tech environment in order to meet the needs of our students.
- Many new support programs supplement current interventions for reading, mathematics, and writing. Students who participated showed growth in their standardized test scores. Intervention teachers are added to language arts time to decrease class size in all grades. Before and after school math clubs are available to students who need additional instruction. High school students enrolled in a cross age literacy class at Arcadia High School work with primary students two hours a week to assist in reading. In the afternoon another cross-age class works with primary students in physical education. Students at Holly are enriched with the modeling and relationships with high school student instructors under the guidance of their teacher.
- Students are fortunate to attend special field trips and activities in the community. Our fourth grade students become fully immersed in the history of California by participating in an overnight trip that includes panning for gold and investigating indigenous plants. Fifth grade students embarked on a two-night trip to the Pali Institute for science camp and were involved in an all-day role-playing assembly as revolutionary war participants.
- Many of our students participate in a Robotics Fair, where they demonstrate how to build robots with computers. Parents and visitors continue to be amazed at the level of technology students understand and are impressed while observing the creative robots at work. All students study the science of robotics as part of their curriculum in grade four. All grade levels teach with science kits and many hands-on experiences. The spring science fair is a culmination of a year of investigation and experimentation. Fifth grade participates in dissection of bullfrogs. Students are able to join an after school science club moderated by teachers.
- Teachers at Holly Avenue received Excellence in Teaching awards from their peers and the administration. Several teachers were awarded grants for technology and classroom materials for their imagination and innovation. Holly's Teacher on Special Assignment was awarded a national American Literacy Award for California as well as several additional grants.

Focus for Improvement

- Holly Avenue focuses on character development as well as academics. Our goal is to enrich the lives of children while preparing them academically to function in a diverse world. Areas of academic focus for Holly Avenue School are reading comprehension, science, and written language as well as math standards across the grade levels. Holly Avenue is currently addressing the new common core standards.
- Parents and staff are committed to the social and emotional development of our students. Character development is a crucial component that fosters responsibility and respect as well as many other specific traits while developing inquisitiveness and independent thinking. Holly strives to build interconnectedness across ethnic, socio-economic, language and geographical lines. We encourage the development of healthy lifestyles and green attitudes. We will continue to teach strategies that support students learning how to resolve conflicts and use problem-solving skills.
- Newly adopted materials for special education classes have been in place for a couple of years and students are showing good progress. New science curriculum has been written to address common core standards and activities and kits are available for student/teacher use. Teachers are implementing extended math curriculum. Reading fluency programs, both computerized and traditional, are used in the classroom and media center. Instructional materials are online and students can access needed textbooks from home. Parent informational evenings are offered to instruct families on how to help their children.

- A variety of support programs for students who are struggling are offered, and multiple test data is employed to identify students who need extra help. More funding is being directed toward intervention teachers to provide the smallest teacher–student ratio possible for teaching critical reading skills during the school day and after school. Staff members are establishing homework clubs, and providing parent training to help parents assist students at home. Through these efforts, our students will increase skill development, perform higher on standardized tests, and build self-esteem.
- Our Teacher on Special Assignment creates opportunities for teachers and students to focus on academic areas of need and develop additional interventions and programs for qualified students. Response to Interventions is monitored closely. Special attention is directed toward students who experience serious academic problems.
- Teachers will continue to attend staff development to increase effective instruction. Strategies such as Thinking Maps and Write From the Beginning are immersed in all academic areas.

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	910
Growth attained from prior year	-12
Met subgroup* growth targets	Yes

Holly Avenue’s API was 910 (out of 1000). This is a decline of 12 points compared with last year’s API. About 99 percent of our 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 922. 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.

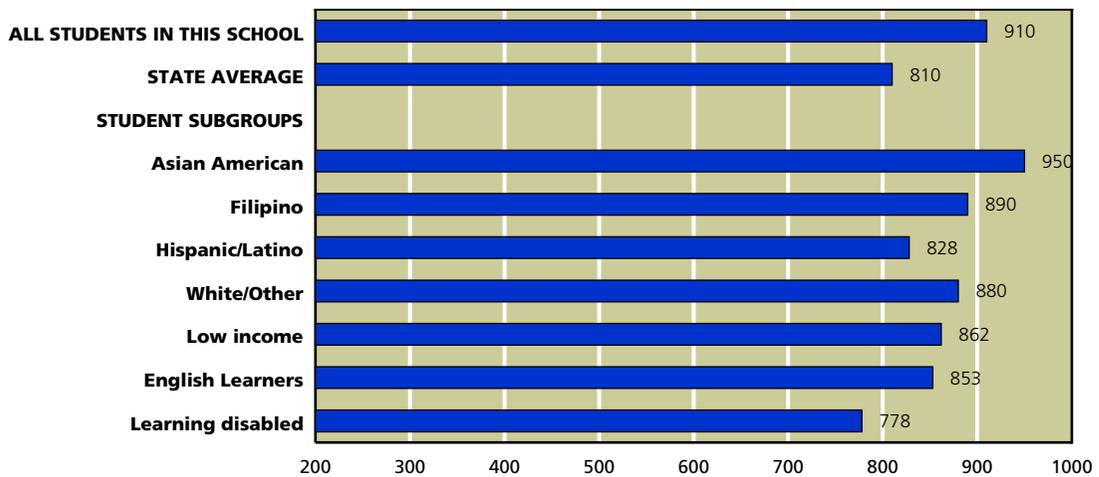
*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. N/A - Results not available.

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 5 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 18 out of 25 criteria for yearly progress. Because we fell short in seven areas, we did not make AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

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	No
Met subgroup* participation rate	Yes
Met subgroup* test score goals	No
Met schoolwide API for AYP	Yes
Program Improvement school in 2013	Yes

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				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

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.

SOURCE: AYP release of September 2013, CDE.

Program Improvement, a Federal Intervention Program

A BRIEF HISTORY OF OUR SCHOOL’S PLACEMENT IN PROGRAM IMPROVEMENT:

IMPROVEMENT: Holly Avenue was placed on the list of schools needing improvement (also known as Program Improvement, or PI) for the first time in 2013. In California, 597 elementary schools were in stage 1 of PI as of December 2013.

THE STAGES OF PROGRAM IMPROVEMENT: Program Improvement is a five-stage process for monitoring, improving, and, if necessary, reorganizing any school that receives federal money under the Title I section of No Child Left Behind (NCLB). Schools in PI get extra attention from their district office to help them improve.

When a school misses even one of its goals for Adequate Yearly Progress, it is at risk of entering PI. If a school misses the same AYP goals two years in a row, it enters stage 1 of PI. Each subsequent year that a school misses any of its AYP goals, it goes one stage deeper into the process. Each stage results in increasingly severe consequences. The first stage gives parents the right to choose another school. In the second stage, students have the right to free tutoring in addition to the option to change schools. The last three stages can result in a change of staff and leadership, the conversion of the school to charter status, transferring the school to another district, or even the school’s closure.

FEDERAL INTERVENTION PROGRAM	
PI	
PROGRAM IMPROVEMENT	
In PI since	2013
Stage of PI	1 of 5
Change in 2013	Entered PI

SOURCE: PI status 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.

YEAR	PI STAGE	SUMMARY OF EVENTS FOR THIS YEAR	AYP GOALS NOT MET ■ AYP GOALS MET ■
2012	Not in PI	Holly Avenue met 22 of the 25 criteria for Adequate Yearly Progress established by the federal law known as No Child Left Behind (NCLB).	
2013	1	We met 18 of the 25 criteria for Adequate Yearly Progress, causing the school to enter the first stage of Program Improvement.	

SOURCE: PI status 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. Some schools were in Program Improvement prior to the passage of No Child Left Behind, when the definition of PI was significantly modified.

CONSEQUENCES

PARENTS: Because Holly Avenue is in stage (year) 1 of PI, parents of students have just one option. They can enroll their children in different schools in the district. To see the list of these schools, parents can contact either the principal or the district office staff.

SCHOOL: The school’s staff is revising its improvement plan. The staff is also using as much as ten percent of the school’s Title I (federal) funds for coaching teachers.

DISTRICT: The district is establishing a peer review group to evaluate the school’s annual improvement plan.

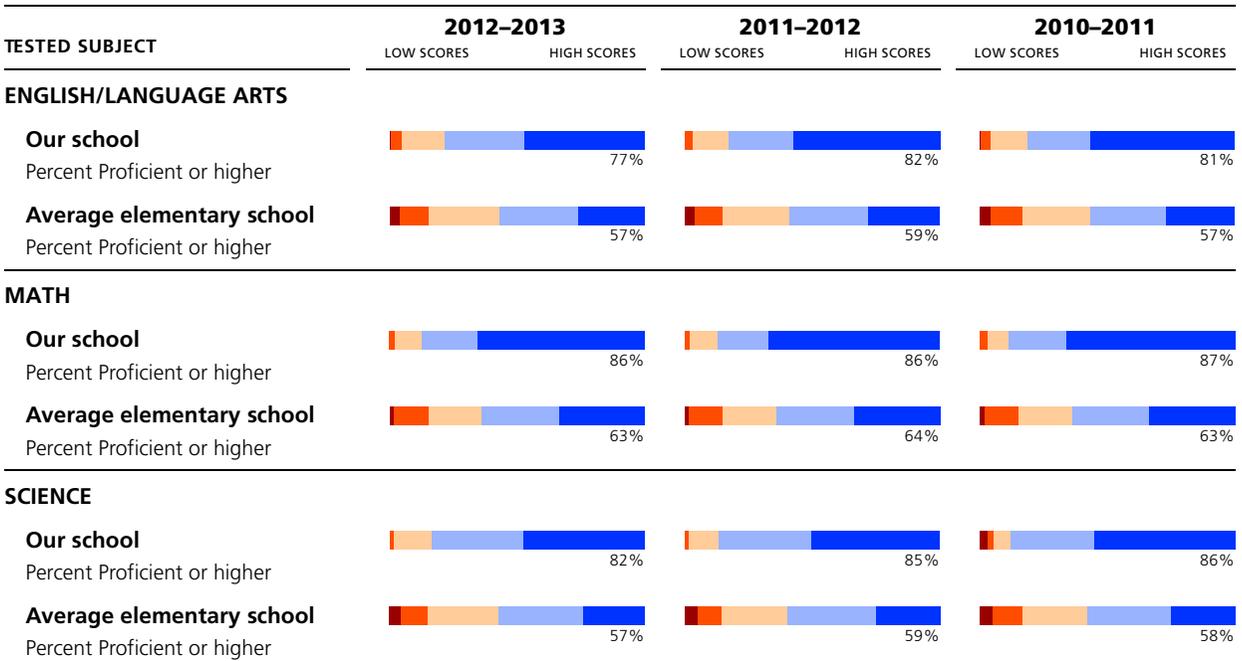
STUDENT ACHIEVEMENT

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			77%	91%	SCHOOLWIDE AVERAGE: About 20 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):

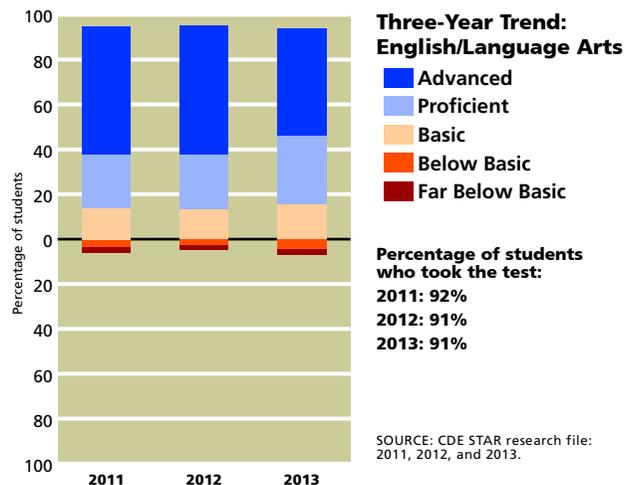
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			72%	209	GENDER: About 11 percent more girls than boys at our school scored Proficient or Advanced.
Girls			83%	225	
English proficient			84%	354	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			47%	78	
Low income			69%	113	INCOME: About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			80%	321	
Learning disabled	NO DATA AVAILABLE		N/A	19	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			79%	415	
Asian American			82%	260	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			57%	76	
White/Other			81%	68	

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			86%	92%	SCHOOLWIDE AVERAGE: About 23 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):

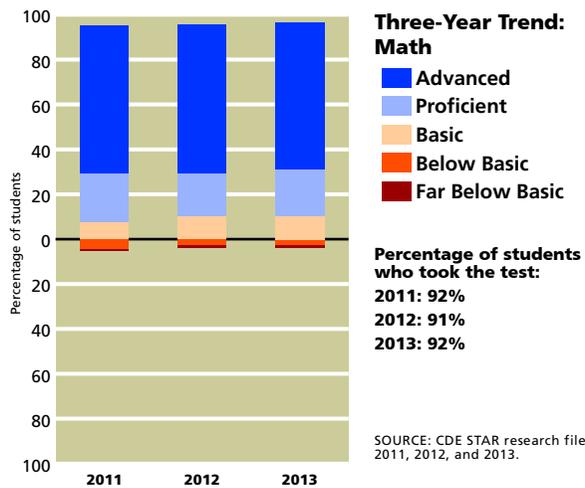
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			87%	213	GENDER: About two percent more boys than girls at our school scored Proficient or Advanced.
Girls			85%	225	
English proficient			86%	355	ENGLISH PROFICIENCY: English Learners scored higher on this test 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%	81	
Low income			78%	115	INCOME: About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			89%	323	
Learning disabled	NO DATA AVAILABLE		N/A	22	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			88%	415	
Asian American			95%	263	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			62%	77	
White/Other			78%	68	

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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):

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			82%	86%	SCHOOLWIDE AVERAGE: About 25 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):

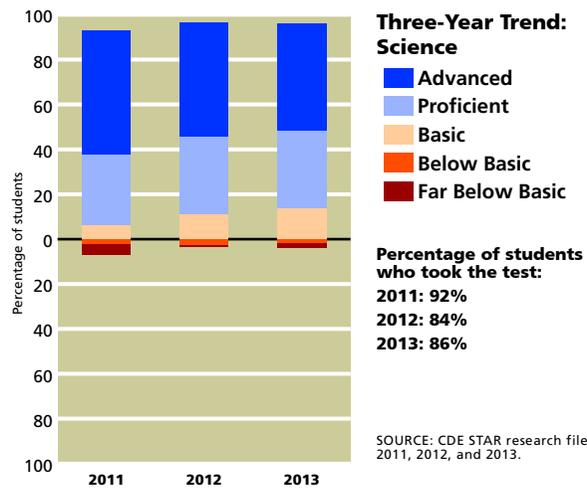
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			83%	47	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			82%	60	
English proficient			86%	90	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE		N/S	17	
Low income			71%	31	INCOME: About 16 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			87%	76	
Learning disabled	NO DATA AVAILABLE		N/A	4	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			83%	103	
Asian American			88%	65	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	22	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	14	

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).

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.



Other Measures of Student Achievement

Standardized tests, given to all second through fifth grade students, measure progress toward meeting state content standards. Our district also has developed its own assessments to determine whether students are meeting the high standards established by the school district. In addition, the Holly faculty has developed performance and benchmark assessments that are aligned to local and state content standards.

Teachers are encouraged to use projects that allow students to show their achievement in ways other than paper and pencil tests. Student portfolios are maintained by classroom teachers and passed on to the next grade-level teacher. Informal observations and daily work is an essential measure of how a student is performing.

Several district tests are given on a yearly basis, and the results are available from the classroom teacher. All students take the District Writing Assessment three times during the school year. All students take the Dynamic Indicators of Basic Early Literacy Skills test, which assesses specific reading skills. Students in kindergarten and first grade are also given a series of assessments designed to determine their skill level in phonics, word structure, and comprehension. Some special education students take the California Alternative Performance Assessment when it is more appropriate or determined by their Individualized Education Program (IEP).

Standards-based report cards are sent home to parents each trimester during the school year. Student-led conferences are scheduled twice each year for all students at the elementary level. Parents of special education students receive IEP progress reports at each grading period to evaluate the student's progress on individual goals and objectives. Specialized reports are also sent home to parents of English Learners. Parents are welcome to make an appointment with their children's teacher whenever they wish to discuss student progress.

STUDENTS

Students’ English Language Skills

At Holly Avenue, 83 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	83%	68%	70%
English Learners	17%	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 118 students classified as English Learners. At Holly Avenue, 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	12%	88%	84%
Vietnamese	1%	1%	3%
Cantonese	8%	1%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	1%	1%
Korean	4%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	75%	8%	9%

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

Ethnicity

Most students at Holly Avenue identify themselves as Asian/Pacific Islander. In fact, there are about three times as many Asian/Pacific Islander students as Hispanic/Latino students, the second-largest ethnic group at Holly Avenue. 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	63%	10%	11%
Hispanic/Latino	18%	66%	54%
White	17%	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 Holly Avenue, 23 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	23%	69%	61%
Parents with some college	89%	51%	58%
Parents with college degree	72%	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 89 percent of the students at Holly Avenue have attended college and 72 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 65 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 Holly Avenue varies across grade levels from a low of 18 students to a high of 31. Our average class size schoolwide is 22 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	OUR DISTRICT
Kindergarten	31	24
First grade	26	21
Second grade	22	21
Third grade	18	20
Fourth grade	19	25
Fifth grade	21	27

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

Safety

It is the responsibility of the entire Holly Avenue staff to ensure student safety. Students are monitored at all times. In the classroom the regular teacher or a qualified substitute oversees the

students. When students are on the playground or at lunch, qualified and trained proctors supervise them. Detailed rules and procedures are in place and continually discussed with students to avoid accidents. Parents and visitors are required to sign in at the office and get a visitor pass before they may go onto campus and to sign out upon leaving. Anyone without a visitor pass is questioned by staff and required to sign in.

Our School Safety Plan is a comprehensive school plan that has been developed by the Safety and Disaster Committee and is revised yearly by a committee of parents, teachers, staff, and the principal. All staff members receive a copy of the plan. Parents are informed about the School Safety Plan through the parent handbook as well as periodically in the school newsletter. Student assemblies are held at least twice a year and classroom teachers review safety within the health curriculum and/or part of class meetings. Monthly safety tips are posted for staff. The Safety Plan includes child abuse reporting procedures, disaster/emergency plan, district policies on suspension, sexual harassment policies, dress code, procedures for safe entrance and dismissal of students, school rules, and protection from pesticides as well as many other detailed areas to protect children and staff.

We practice for emergencies on a monthly basis. At least once a month students practice fire drill evacuations or earthquake procedures. The district and city hold a community-wide disaster drill at least once a year. All school offices and sites participate. The drill includes medical preparations, search and rescue, attention to facilities, and evacuation from the site if necessary. Holly Avenue School maintains a disaster bin with enough supplies for 800 people for at least three days.

Discipline

School discipline policies are communicated to all students and parents. The school discipline plan is formatted so that it outlines student rights and responsibilities, basic rules, and unacceptable behavior. The discipline plan packet is sent home at the beginning of the year and contains policies about suspension, expulsion, and sexual harassment. Classroom rules are posted and grade-level assemblies are held to discuss safety. Expulsions occur only when required by law or when all other alternatives have been exhausted. Suspensions are based on the district discipline matrix.

Students at Holly are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of each other. Cooperative learning is a schoolwide strategy to promote student development. Teachers provide support and elicit parental collaboration. The Character Counts program encourages students to care about and respect their school and peers. School personnel issue tickets to students who are observed showing the character traits and acts of kindness, and students are honored in monthly assemblies. Students are chosen from each classroom based on focused monthly character traits and receive a special certificate signed by a congressman at a morning flag salute.

Our recognition program contributes to the positive environment of the school. School award assemblies are held three times a year to honor students who receive a Citizenship Award, Achievement Award, or Progress Award for consistent effort over a three-month period. Students in the fourth and fifth grade can earn a Distinguished Dolphin Award for academic achievement based on report cards.

Homework

The Arcadia Unified School District has a comprehensive homework policy in place. The district governing board believes that homework is an important part of the instructional program and a valuable tool to support student efforts to master grade-level material. Homework is defined as a school-related assignment that enhances or reinforces concepts taught in the classroom.

All students are required to read daily. Kindergarten and first graders read 20 minutes per school day and second through fifth graders read 30 minutes per school day. In addition, students in kindergarten and first grade have 10 minutes of homework four days per week; second graders, 20 minutes; third graders, 30 minutes; fourth graders, 40 minutes; and fifth graders, 50 minutes. Homework is expected to be the practice of skills learned in class, preparation for class, or finishing classwork. Homework is also an opportunity to develop good study habits and promote independent learning. Parents are requested to read with their children daily, to reinforce the importance of homework, and to support the academic standards being taught at school. Parents are also asked to review work done at home with their child.

Schedule

Holly Avenue operates on a traditional schedule, beginning in August and ending in June. Our school year contains 180 school days. Classes begin at 8:20 a.m. and are dismissed at 2:35 p.m. except on Tuesdays. Tuesday dismissal is at 1:20 p.m. for teachers to meet in grade-level professional learning teams.

Students can purchase breakfast during their morning recess.

Students are encouraged to participate in many extracurricular activities, which are an integral part of the educational program and promote self-esteem, encourage achievement, and support a positive learning environment. Title I tutoring by credentialed teachers is offered to eligible students to build reading and writing skills before and after school. Homework club and math intervention programs are also offered after school. Instruction for musical instruments is offered within the school day for students in grades four and five. Student Council, Dolphin Reading Club, Read Across America, GATE, School and Traffic Safety Club (fifth grade), Red Cross Week, Wednesday Night Family Reading, Red Ribbon, and Red Cross are a few of the activities offered to students and families. The district also offers summer school to incoming kindergartners, special education students, and students in first through fifth grade who are not meeting proficiency requirements.

The City of Arcadia provides recreational activities for all students until 4:30 p.m. every day after school. It includes organized sports, games, and crafts. Arcadia Educational Foundation also offers many opportunities for students to be involved, including a fee-based summer school.

Parent Involvement

Holly Avenue loves parent volunteers and our volunteers are highly valued. Many parents work in the classroom, prepare material for teachers at school and at home, and are important chaperones on field trips. We have many ways for parents to participate in the life of our school, and we depend on parents to help keep our programs running smoothly.

Parents are members of our School Site Council (SSC), an important committee that reviews student data and develops our school improvement plan for student achievement. The committee also allocates funding for specific resources.

Parents of English Learners are vital to our English Learner Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. Parents in the Holly Avenue community are well informed and articulate. They are interested in the school and are actively involved and proud of its accomplishments. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and student-led conferences in October and February. Parents are crucial partners in their children's education.

Our active PTA provides support for our school. Many parent and community volunteers provide support as well by helping in the classrooms with special projects, serving on special committees like Generations Days and Legislative Action, chaperoning field trips, and helping with school activities and fund-raising. Our PTA has logged more volunteer hours than any other school in the district.

The Arcadia Educational Foundation consists of parents and community members and raises funds from the overall community to support selected instructional programs. It has provided funding for new technology, and several Holly Avenue teachers have been awarded mini-grants.

For more information about volunteering at the school, contact Principal Christine M. Blackstock at (626) 821-8355.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Principal Christine Blackstock had the opportunity to teach for many years before she worked in administration. She taught special education, elementary school through grade six, and high school English and history. She has served as the Special Education Program Specialist and as the Coordinator of Special Education for the Arcadia Unified District. She has a California Life Credential, a Mild/Moderate Disabilities Education Credential, and an Administrative Services Credential. Mrs. Blackstock has a master’s degree in education, special education, and administrative leadership. She completed her ninth year as Holly Avenue’s principal.

Leadership at Holly Avenue School is a responsibility shared among district administrators, the principal, instructional staff, students, and parents. Currently nine additional teachers on campus hold a preliminary administrative service credential and are an integral part of staff leadership. Teamwork is emphasized and teachers meet in professional learning communities at least once a week. The School Site Council (SSC) is an elected body consisting of parents, teachers, administrators, and support staff. This forum serves as the foundation for planning, assessment, and decision making regarding the school plan and budget. Grade-level teachers and the principal form a constructive team that is intricately involved in instruction and co-curricular activities.

Our English Learner Advisory Committee (ELAC) includes parents of English Learners. Teachers are encouraged to participate in other school leadership teams including the School Leadership Team, SSC, Parent Teacher Association (PTA), curriculum committees, and grade-level teams. Student leadership is critical and, under the guidance of teachers, elected members of the Student Council make many decisions affecting Holly Avenue.

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.

Teachers have one day of district in-service training per year, and many have three minimum days for additional training. They meet weekly during an early-release day for collaboration and staff development. The school plan also supports outside conferences. Arrangements are made at the school site as well as the district level for training with new materials and/or new instructional methods that apply to our programs.

Evaluating and Improving Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. The process is designed to foster continuing improvement for all teachers. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations. The principal evaluates temporary and probationary teachers yearly and experienced, tenured teachers at least every two years. Informal observations, conferences, and peer observations provide a process for continuous improvement. Yearly goals are written by the teacher in the fall and agreed on with the principal. Evidence of progress on these goals is provided in the spring.

The overall evaluation is in accordance with the teacher’s contract and the guidelines of the California Commission on Teacher Credentialing. Areas include 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. The evaluation is given directly to the teacher or staff member. A copy is sent to the director of personnel for the teacher’s district file. No one else is given access to the evaluation.

Teachers may receive assistance whenever requested or recommended. Through the Beginning Teachers Support and Assessment program, new teachers are assigned a mentor/support provider with whom they meet on a regular basis. Grade levels meet weekly in collaborative teams to plan together and assist each other. District curriculum coordinators also support the teachers at Holly Avenue School.

Substitute Teachers

In most cases, the district does not experience problems finding qualified substitute teachers and has an adequate pool of fully credentialed substitutes. Teachers are requested to evaluate in writing the substitute’s performance based on evidence of completed plans and classroom behavior, whenever possible, when the classroom teacher returns. The principal reviews the evaluations.

The personnel department meets with new substitute teachers, and the director of personnel addresses any issues related to poor performance on the part of the substitute teacher.

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	1.0
Resource specialists	1.0

SOURCE: Data provided by the school district.

Specialized Programs and Staff

All fourth and fifth grade students can learn to play a musical instrument and participate in a band or orchestra taught by credentialed music teachers. The culmination of the year is a concert. A large percentage of our students take advantage of this opportunity. Recreation opportunities are available after school for children who are interested in sports and cheerleading. Games are played on an intramural level and children compete with the six elementary schools in the district.

The staff at Holly Avenue strives to assist students in their personal development as well as academics. Holly is very fortunate to share a counselor with one other school. Counseling services deal with preventive lessons as well as crisis intervention. Students who are referred to this program receive support to enhance self-esteem and to develop positive attitudes about school. Students also learn strategies for analyzing and making good decisions.

We stress character education, and children receive awards for demonstrating good character. We combine several programs used throughout the national to meet the unique needs of the current students. Assemblies are held once a month where children can be celebrated in front of their parents and peers.

Special Education Program

Holly's special education program includes one full-time resource specialist, two Special Day Classes (SDC) for children with learning disabilities, and one SDC class for children with intellectual disabilities. Classes provide programs to meet the needs of students individually, in small groups, and in their regular classrooms. Designated Instructional Services such as occupational therapy, adapted PE, or speech and language therapy are also available for eligible children through their IEP. Holly's speech therapist is on campus five days a week and provides therapy as well as social group interaction for children. Holly shares a counselor with one other elementary school, and she is on campus two to three days a week to provide small-group and personal counseling to students who meet specific criteria. The psychologist is on site four days each week. In addition to evaluating students on a referral basis, the psychologist acts as a resource for teachers and parents, assists with student study teams, and provides some student counseling.

Students can refer themselves or be referred to the student study team by a staff member or parent. A team gathers pertinent information and meets with the parents of the student to discuss possible interventions and/or courses of action. If the student is referred for special education, the parents are sent an assessment plan to give permission for the team to assess the child. Within 60 days of receiving a signed assessment, an IEP meeting is held to discuss the results and to make recommendations.

English Learner Program

Students who are identified as English Learners are placed in small groups for instruction in ELD. The program operates on a pullout basis outside the classroom and is designed to provide additional support to students who are learning English. Beginning students work with the teacher for approximately 90 minutes a day to improve the student's listening, speaking, writing, and reading skills. As the students become more proficient in these English skills, they spend more time in the regular classroom. All programs are taught in English.

Our ELD teacher has a master's degree in Teaching English to Speakers of Other Languages. All of our teachers have completed extensive training in working with English Learners and have received a Cross-cultural Language and Academic Development (CLAD) certificate. Our ELD teacher continues to share ideas for inclusion with staff members. We encourage the parents of English Learners to join our English Learner Advisory Committee (ELAC). We depend on the ELAC to help improve and expand our ELD program as our English Learner population continues to grow.

RESOURCES

Buildings

Holly Avenue Elementary School is a beautiful early-California-style school. Built in 1926, it is the oldest elementary school in the district. Modular buildings have been added to the site. The school was modernized in 1995 and again in 2009–2010. It provides a safe and clean environment for students, staff, and parents. The school employs two full-time custodians and one part-time custodian who maintain the facilities and ensure classrooms, restrooms, and campus grounds are kept safe and clean. The district also administers a scheduled maintenance program. Children participate in the beautification of the school site.

Four years ago Holly completed major improvements and construction including a new three-classroom building, reconstruction of administrative offices, new toilet facilities, updated classrooms, and fencing surrounding the school buildings and fields. Currently the school is adding air conditioning to the cafeteria and auditorium. Upgrades are thanks to a large bond issue passed by the City of Arcadia.

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 Holly Avenue library/media center is located in the main building of the school, with windows overlooking the playground. The library contains over 15,000 books, 34 computer stations, two laser printers, and a projector with a SMART Board. It was included in the technology update for Classrooms of the Future. The library is staffed by a library/media assistant for about 20 hours per week. This loyal employee also volunteers many more hours throughout the year. Classes visit the library at least once a week with their teacher, but students often go more frequently. Every Wednesday night Holly hosts a Family Reading Night when parents and children come to read and take reading tests on books the child has read. The evening is usually very well attended.

The library receives a gift from the Parent Teacher Association (PTA) to purchase additional books each year. Occasionally students and teachers also donate books to the library. Each year the school hosts a book fair, and the funds are used to purchase new books.

Computers

Computers are located in every office, and students have access to computers in every classroom as well as in the media center. The school has three traveling laptop carts that are used for instruction and for teaching robotics. Use of technology is an integral part of the curriculum. Students learn research skills, communication skills, and presentation skills as well as information processing.

Classrooms of the Future are in every classroom, meaning that instructors teach using a poly-vision interactive white board, laptop, document camera, and a projector with access to DVDs. The rooms are equipped with an integrated surround sound system. All classrooms have content-filtered access to the Internet.

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

Holly Avenue receives Title I funds to support specialized programs for students who require assistance to meet academic standards. We use these funds to offer students small-group tutoring and homework help before or after school. Title II monies help keep class size low by providing a teacher to instruct small groups within the school day in reading and mathematics. Our state School Improvement Program funds allow us to hire a part-time library aide and purchase computers and supplementary curriculum. The PTA raises funds for performing arts assemblies, the purchase of library books, field trips, facility improvements, and additional supplies. Certificated staff members write grants to help support classroom instruction. Holly Avenue has been awarded grants for technology, books, instructional materials, and staff development.

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 637 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)	\$4,683	\$5,440	-14%	\$5,653	-17%
Restricted funds (\$/student)	\$1,905	\$1,932	-1%	\$3,083	-38%
TOTAL (\$/student)	\$6,588	\$7,372	-11%	\$8,736	-25%

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)	\$2,124,198	\$741,583	\$2,865,781	68%
Other staff salaries	\$277,164	\$195,730	\$472,894	11%
Benefits	\$506,839	\$193,777	\$700,616	17%
Books and supplies	\$66,731	\$24,799	\$91,530	2%
Equipment replacement	\$0	\$0	\$0	0%
Services and direct support	\$8,385	\$57,446	\$65,831	2%
TOTAL	\$2,983,317	\$1,213,335	\$4,196,652	

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 28 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$90,248	\$79,802	13%	\$71,848	26%
Retirement benefits	\$7,445	\$6,588	13%	\$5,888	26%
Health and medical benefits	\$6,045	\$5,116	18%	\$10,391	-42%
Other benefits	\$1,577	\$1,480	7%	\$720	119%
TOTAL	\$105,315	\$92,987	13%	\$88,847	19%

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	\$2,526,933	86%
Retirement benefits	\$208,472	7%
Health and medical benefits	\$169,253	6%
Other benefits	\$44,160	1%
TOTAL	\$2,948,818	

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.

» 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	Good	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 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)	Fair	Water damage to kitchen floor- needs replacement. Girls' restroom by #28, water damage to West wall.
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.

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 08, 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 Thursday, November 14, 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	682
Black/African American	2%
American Indian or Alaska Native	0%
Asian	58%
Filipino	4%
Hispanic or Latino	18%
Pacific Islander	0%
White (not Hispanic)	17%
Two or more races	0%
Ethnicity not reported	0%
Socioeconomically disadvantaged	25%
English Learners	23%
Students with disabilities	6%

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	94
Grade 1	104
Grade 2	132
Grade 3	110
Grade 4	115
Grade 5	127
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	30	29	31
Grade 1	20	21	26
Grade 2	20	23	22
Grade 3	19	24	18
Grade 4	25	31	19
Grade 5	26	25	21
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	N/A	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	0	3	0
Grade 1	4	0	0	5	1	0	0	4	0
Grade 2	6	0	0	0	6	0	1	5	0
Grade 3	7	0	0	0	5	0	2	4	0
Grade 4	1	4	0	0	3	0	3	3	0
Grade 5	1	4	0	2	4	0	3	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	34	32	33	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	73%	63%	38%
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	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.

During the 2012–2013 school year, we had eight 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	79%	81%	76%	83%	85%	83%	54%	56%	55%
Mathematics	85%	84%	84%	82%	82%	81%	49%	50%	50%
Science	86%	85%	82%	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	81%	94%	87%
Filipino	77%	82%	N/A
Hispanic or Latino	58%	64%	73%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A
White (not Hispanic)	79%	71%	87%
Two or more Races	N/A	N/A	N/A
Boys	70%	84%	84%
Girls	82%	83%	83%
Socioeconomically disadvantaged	70%	76%	76%
English Learners	47%	84%	67%
Students with disabilities	60%	54%	92%
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	4	6	5

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	+4	-1	-12	910
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	-2	-13	950
Filipino	+50	-28	+17	890
Hispanic or Latino	+104	-17	+2	828
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	-73	+48	-21	880
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	-1	+21	-10	862
English Learners	-11	-23	-31	853
Students with disabilities	+30	+4	+18	778

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	439	910	7,359	929	4,655,989	790
Black/African American	9	N/A	143	838	296,463	708
American Indian or Alaska Native	0	N/A	10	N/A	30,394	743
Asian	246	950	4,745	960	406,527	906
Filipino	22	890	219	901	121,054	867
Hispanic or Latino	86	828	997	834	2,438,951	744
Pacific Islander	0	N/A	9	N/A	25,351	774
White (non Hispanic)	75	880	1,205	906	1,200,127	853
Two or more races	1	N/A	28	743	125,025	824
Socioeconomically disadvantaged	122	862	1,426	875	2,774,640	743
English Learners	95	853	1,242	867	1,482,316	721
Students with disabilities	49	778	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