

Hugo Reid 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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SCHOOL WISE PRESS

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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

1000 Hugo Reid Dr.
Arcadia, CA 91007
Principal: Thomas Bruce
Phone: (626) 821-8356

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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Arcadia Unified School District

» Principal's Message

Hugo Reid consists of two campuses that are east of Michillinda Avenue and south of the 210 Foothill Freeway in Arcadia, California. Our school sites are four blocks apart but are located in the same supportive neighborhood. We are nestled in an excellent community of diverse families and friends. In fact, many of our parents and teachers were Hugo Reid Raiders themselves. We have a legacy of high commitment and family involvement at Hugo Reid. View our website at <http://hr.ausd.net/> for more information.

The Hugo Reid Primary (HRP) campus normally houses kindergarten, first grade, and often a second grade class. The primary school's excellent teachers and their ability to get students off to a great start are well known. The primary campus focuses on developing the whole child through character programs and a strong language arts emphasis. The larger Hugo Reid Elementary (HRE) campus houses second through fifth grades. The elementary school has an outstanding teaching staff that uses state and district data to develop the best instruction for each student. We offer many alternatives for every type of learner at all levels.

While each campus has its own personality and strengths, we are all Hugo Reid Raiders. We all use elements we believe promote an effective education, including engaging work, standards-based learning, differentiated (customized) instruction, and valid assessments. Due to construction which is slated to finish in the summer of 2014, this year is the first year our two sites came together on the same school site.

As principal of Hugo Reid School, I view the teaching staff and parent community as main ingredients for success. I firmly believe that an educational team within a caring atmosphere will generate an effective learning environment. Any school that has experienced success has done so because of parental support and quality instruction. In addition, we must always be persistent in our efforts to improve. I consider our parents to be an invaluable source of feedback and strength, and I have the highest regard for the challenges teachers face today. Uniting these two forces in a focused manner is something you will only experience in the elementary years. These special times will never be repeated in any other school setting. We invite you to become a part of the Hugo Reid community.

Thomas Bruce, PRINCIPAL

Grade range and calendar

K–5

TRADITIONAL

Academic Performance Index

943

County Average: 812
State Average: 810

Student enrollment

566

County Average: 586
State Average: 534

Major Achievements

- The Arcadia Unified School District has developed a comprehensive assessment and accountability plan to ensure that information about student performance will continuously improve the instructional program and to communicate with parents about their children's achievements. Because of this detailed analysis of data and resulting targeted instruction, our Academic Performance Index (API) has risen over 81 points over the past seven years. Our intense intervention programs in math and language arts have proven to be a major element in this ongoing growth. In addition to regular progress monitoring, we customize our interventions and programs based on data analysis of district assessments that are completed three times each year.
- Our students have many different afterschool activities from which to choose. We have afterschool math teams that meet in small groups with teachers in order to strengthen our students' skills and an afterschool recreation program. Hugo Reid has other programs, such as Running Club, Musical Theater, Science Club and Chess Club, for the students who are always asking why and have above-average abilities. Hugo Reid is anxious to start other programs involving foreign language, computer programming, and the arts.
- One employee from Hugo Reid received the district's Profiles in Excellence Award. The Profiles award is the highest award bestowed on Arcadia Unified School District staff members. Recipients are essential to an effective education. The city of Arcadia also recognizes our award winners each year. This year, Mrs. Brenda Halberstadt was recognized for always going beyond her regular duties to support student education.
- In a local November 2006 election, our community approved the Measure I bond initiative. We are looking forward to numerous physical improvements to both school sites. Some of these improvements will include upgraded structures for our library/media centers on each campus, improvements in student support space, and major technology infrastructure and equipment upgrades. We will phase in these improvements over a five-year period, which will make each campus safer and more instructionally sound. Hugo Reid began construction in the fall of 2012 and is slated to complete renovations in 2014.

Focus for Improvement

- After careful analysis of state and district data, our leadership team and staff translate findings into our Single Plan for Student Achievement. Although our scores are very acceptable, we have targeted reading and writing strategies as areas with gaps that will continue to receive our attention. Our English Language Development (ELD), Resource Specialist Program (RSP), and Title I students are high on our list of target groups in these curriculum areas. Using our data support from the district, we can now keep close tabs on these subgroups. This in turn helps us assess the effectiveness of our teaching strategies in each classroom. Our new goals for our School Plan for Student Achievement includes implementation of Write From the Beginning, creating a safe learning environment using Character Counts and Teach Too's, and focusing on soft skills or Non-Cognitive Skills. We believe that a large portion of our students will benefit from learning study skills, persistence and the 4 C's (Critical thinking, Communication, Collaboration, and Creativity).
- Our language arts support program includes such strategies as Thinking Maps and Six Trait Writing. Thinking Maps is an organizational strategy that supports student writing and formalizes the challenges of writing. We believe this powerful strategy has advanced into other areas of the curriculum. Six Trait Writing gives our teachers and students six areas to focus on and improve in all genres of the written language. Using Six Traits, our staff and students can develop and use rubrics to remove some of the subjectivity from writing while assessing mastery.

- Over the last few years the district has supported the fourth and fifth grade classrooms with My Access. My Access is a Web-based system that gives the students and staff immediate feedback on student writing and is based on Six Trait Writing. In addition, this year our teachers will complete most of their training for Write From the Beginning. This is a powerful writing program that will help our students write across the curriculum. Our Write From the Beginning program connects our writing to Thinking Maps and 21st Century Skills.
- Our staff has chosen to increase the abilities of our struggling students by placing a high priority on small-group reading intervention. We have three certificated teachers who support the grade-level teachers in teaching reading strategies. Each grade level receives extra assistance four times a week with a second highly qualified teacher whose sole purpose is to provide small-group reading instruction. This is in addition to the grade-level teacher's own core instruction.
- We think highly of our Rolling Reader program. Students who need a little extra one-on-one time read aloud with trained Parent Teacher Student Association (PTSA) parents and community members. These students read to a parent from a book slightly above their ability. Parents then ask students to discuss the book in detail.
- Both of our school sites incorporate an early release day each Wednesday. This time allows our staff a weekly collaboration day to focus on meaningful work for our students. Each Wednesday afternoon our teachers have time to communicate and plan in grade-level and cross-grade-level teams. In turn, our students receive a direct benefit from the increased pace and richness of schoolwork and instruction. In addition to our own afterschool intervention programs, private organizations offer special science lessons, chess instruction, or organized recreation activities during this time.
- We give our target students a boost in mathematics during our afterschool math intervention program. Math Club meets twice a week in 45-minute time blocks. Each grade-level teaching team identifies specific areas that need emphasis and then focuses on that process or standard during these tutorial sessions. This year we incorporated our online resources and achieved great success.

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	943
Growth attained from prior year	-1
Met subgroup* growth targets	Yes

Hugo Reid’s API was 943 (out of 1000). This is a decline of 1 point compared with last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

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

API RANKINGS: Based on our 2011–2012 test results, we started the 2012–2013 school year with a base API of 944. 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.

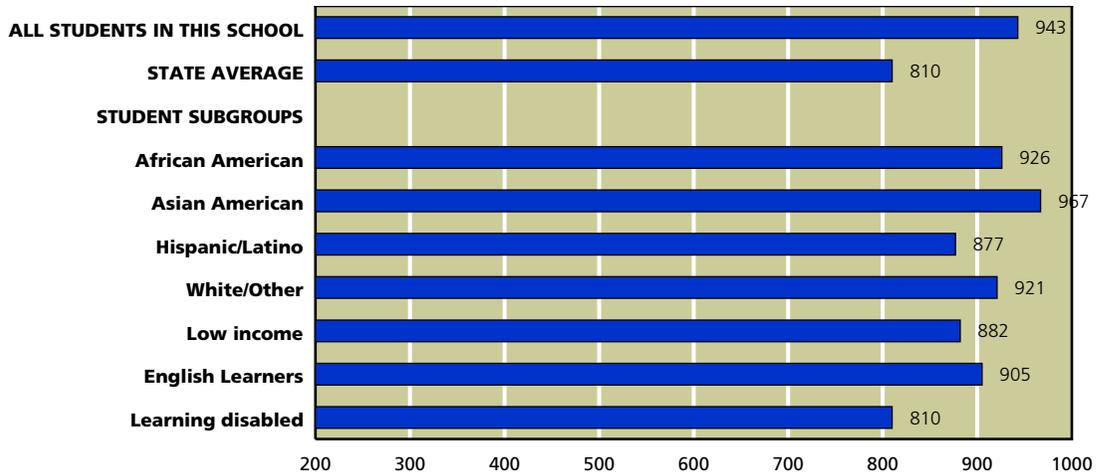
*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. N/A - Results not available.

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 4 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 20 out of 23 criteria for yearly progress. Because we fell short in three 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	Yes
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: Hugo Reid 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	Hugo Reid met 22 of the 23 criteria for Adequate Yearly Progress established by the federal law known as No Child Left Behind (NCLB).	
2013	1	We met 20 of the 23 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 Hugo Reid 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.

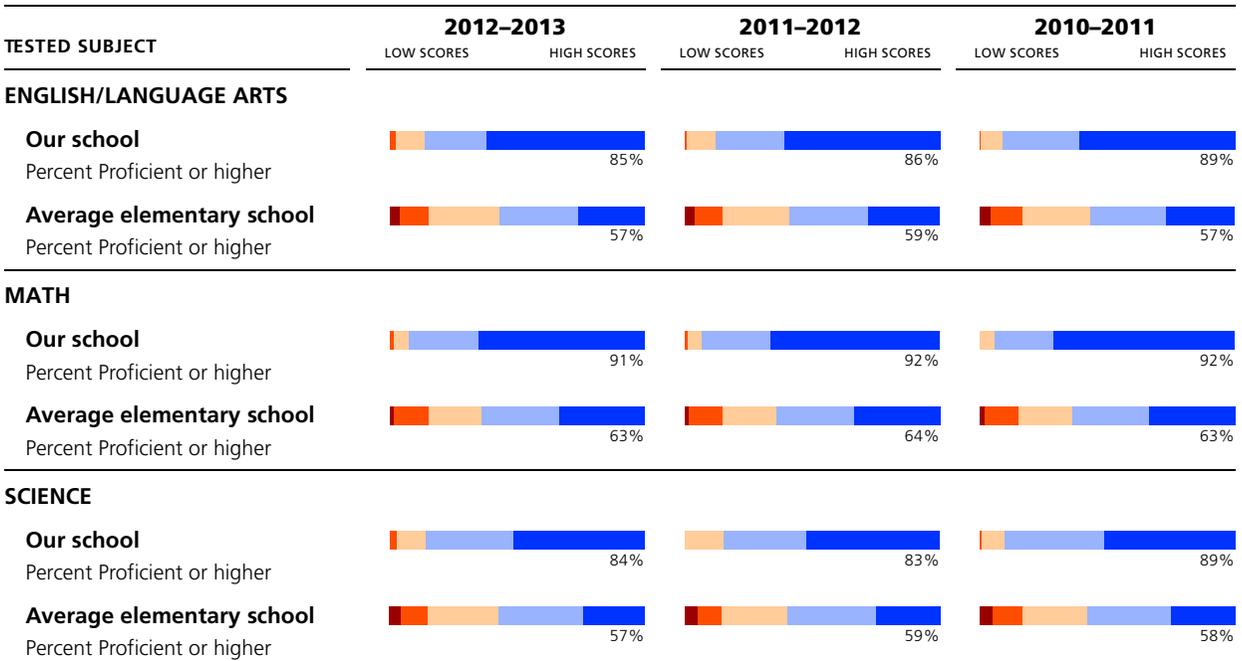
STUDENT ACHIEVEMENT

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			85%	97%	SCHOOLWIDE AVERAGE: About 28 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):

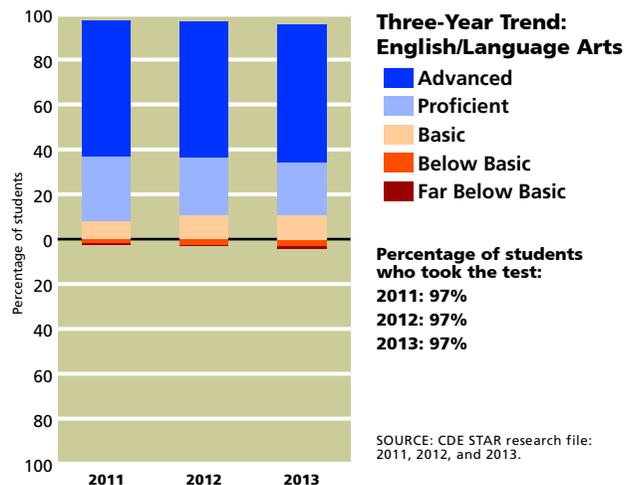
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			81%	198	GENDER: About eight percent more girls than boys at our school scored Proficient or Advanced.
Girls			89%	190	
English proficient			91%	324	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			63%	64	
Low income			75%	77	INCOME: About 13 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			88%	311	
Learning disabled	NO DATA AVAILABLE		N/A	26	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			87%	362	
Asian American			86%	227	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			84%	53	
White/Other			85%	78	

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			91%	98%	SCHOOLWIDE AVERAGE: About 28 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

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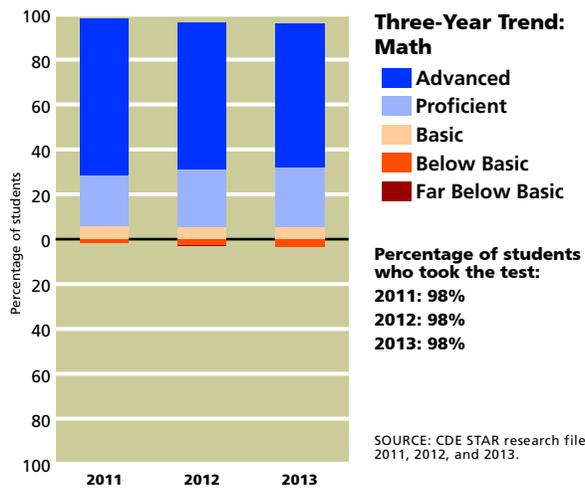
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			92%	200	GENDER: About three percent more boys than girls at our school scored Proficient or Advanced.
Girls			89%	192	
English proficient			91%	328	ENGLISH PROFICIENCY: English Learners scored about the same on this test as did students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			91%	64	
Low income			84%	80	INCOME: About nine percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			93%	312	
Learning disabled			33%	30	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			93%	362	
Asian American			97%	227	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			83%	56	
White/Other			80%	79	

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



Science

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

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Subgroup Test Scores

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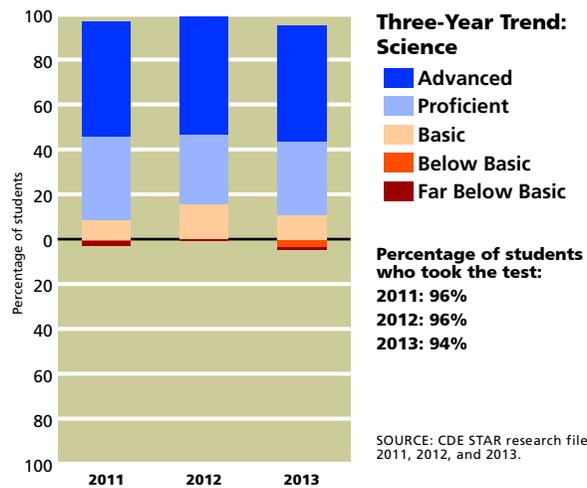
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			88%	52	GENDER: About eight percent more boys than girls at our school scored Proficient or Advanced.
Girls			80%	51	
English proficient			88%	93	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	10	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	27	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
Not low income			87%	76	
Learning disabled	NO DATA AVAILABLE		N/A	9	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			89%	94	
Asian American			91%	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	13	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	19	

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

We analyze test data from a variety of sources throughout the year. California Standards Test scores are one source of data; teachers analyze data from spring testing each August and September, looking for grade-level and district-wide trends. The district sends home state standardized test results in early September.

District assessments, such as those administered in writing three times each year, are part of the process. We also do an assessment of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Scholastic Reading Inventory (SRI) to help find student strengths and areas of need. In mathematics, students take pre- and post-chapter tests to determine the learning focus for a particular unit. The district supports this effort with Scantrons to retrieve vital information derived from the math assessments. In addition, we have placed all district data into dynamic spreadsheets. Teachers can now view and analyze data immediately throughout the year. Furthermore, daily teacher observation is one of the most up-to-date and reliable sources of information for monitoring student progress. Finally, we discuss district assessments with parents during student-led conferences.

We assess all students who speak a second language entering our school using the California English Language Development Test (CELDT) administered by the ELD teacher. As a student progresses, we use a variety of resources to determine the student's readiness to exit the program, including the annual administration of CELDT.

We share all of this information with parents on report cards three times per year. We conduct student-led conferences twice each year, in November and March. During these conferences, students discuss their progress with parents and establish goals they will concentrate on while at school. In 2010, AUSD piloted an alternate format for spring conferences: teachers met only with parents of students who required feedback for compliment or concern. After surveying families and staff members, we have continued this format with great success.

STUDENTS

Students’ English Language Skills

At Hugo Reid, 82 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	82%	68%	70%
English Learners	18%	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 100 students classified as English Learners. At Hugo Reid, 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	24%	88%	84%
Vietnamese	7%	1%	3%
Cantonese	8%	1%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	1%	1%
Korean	11%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	50%	8%	9%

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

Ethnicity

Most students at Hugo Reid identify themselves as Asian/Pacific Islander. In fact, there are about three times as many Asian/Pacific Islander students as White students, the second-largest ethnic group at Hugo Reid. 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	4%	8%	6%
Asian American/Pacific Islander	57%	10%	11%
Hispanic/Latino	16%	66%	54%
White	22%	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 Hugo Reid, 20 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	20%	69%	61%
Parents with some college	91%	51%	58%
Parents with college degree	83%	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 91 percent of the students at Hugo Reid have attended college and 83 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 67 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 Hugo Reid varies across grade levels from a low of 25 students to a high of 31. Our average class size schoolwide is 27 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	OUR DISTRICT
Kindergarten	31	24
First grade	25	21
Second grade	26	21
Third grade	26	20
Fourth grade	29	25
Fifth grade	28	27

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

Safety

To safeguard the well-being of students and staff, the Safety and Disaster Committee developed a comprehensive School Site Safety Plan. We revise it each year and sometimes more frequently if a drill or practice session reveals new information. It was revised on 9/25/12 for the 2012/13 school year.

A Search and Rescue Team is in place and meets after each drill to debrief and evaluate our level of success. Almost all of the staff members have received disaster training and basic first aid emergency training. We hold safety drills on a regular basis: fire drills are monthly, earthquake drills are twice a year, and intruder/lockdown drills are at least twice a year. At the beginning of each year, teachers review emergency procedures with students and the principal before the drills begin.

To ensure student safety, teachers, administrators, and school proctors supervise students on campus before and after school. Teachers supervise students during morning recess blocks, while paid proctors and the principal monitor student activities during lunch recesses. All visitors to the campus are required to check in at the school’s main offices and must wear the proper identification badge at all times. This is also true of substitute teachers. Regular staff members have picture identification tags. Volunteers working with students in overnight supervisory circumstances or in regular volunteer positions fill out volunteer forms, complete Mantoux tests, and submit fingerprints.

Discipline

We guide students at Hugo Reid Elementary School by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. We inform our parents and students of school and classroom activities and policies through the Parent/Student Handbook, the school webpage (<http://hr.ausd.net/>), and the quarterly Hugo Reider newsletter. We send behavioral guidelines home at the beginning of each year for both parents and children to read and sign. This information outlines student rights and responsibilities, basic rules, and unacceptable behavior. The packet and handbook also contain policies on attendance, homework, campus access/visitation, uniform policy guidelines, and traffic control.

Hugo Reid invests heavily in the Character Counts program, which emphasizes the six pillars of character at the core of a positive school atmosphere: trustworthiness, respect, responsibility, caring, citizenship, and fairness. The elementary counselor often addresses social issues in individual or group sessions. Expulsions or suspensions occur only when required by the California Educational Code. Whenever possible, we match consequences to the inappropriate behavior. All elementary schools in the Arcadia school district use a discipline matrix which is available on our website. Hugo Reid Elementary views behavior as an additional subject we teach and coach. Behavior is another opportunity to teach and learn.

Homework

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

We ask that students at every grade level read every night. In our primary grades, we encourage parents to share in this experience, reading along with their child. We expect parents to monitor homework and sign papers as directed by teachers, because their involvement strengthens their child's future.

Homework amounts vary by grade level, increasing in ten-minute increments each year. This prepares students for middle and high school challenges. We expect students to read for 20 to 30 minutes in addition to their homework. We do not assign homework on weekends.

Schedule

The 2012–2013 school year at Hugo Reid Elementary School included 180 days of instruction with 14 minimum days. We use minimum days for extended staff development and student-led conferences. All instructional time exceeds the daily instructional minute requirements specified in the California Education Code. School begins at 8:20 a.m. and ends at 2:35 p.m. except on Wednesdays. We dismiss students each Wednesday at 1:20 p.m. Staff uses this time to collaborate and plan together as grade-level teams and as a total faculty. Please refer to the handbook for kindergarten arrival and dismissal times on Wednesdays.

The Arcadia Recreation Department offers an afterschool program during the school year from 2:30 p.m. to 4:30 p.m. This program is best suited for students in grade three and above. We offer a performing arts program for a three-month period beginning in January. We hold practices before and after school, culminating in a spring performance of a musical play for the entire student body during the day and for parents and community in the evening. We have also initiated a chess club and science club after school. Our district provides the Shining Stars daycare program before and after school. A program specialist for all grade levels supervises the Shining Stars Program.

Parent Involvement

Parents and the community are supportive of the educational programs at Hugo Reid School. We encourage them to participate in all aspects of the school's program, including volunteering as a room parent, chaperoning field trips, sponsoring/organizing social activities for our school such as the Parent Party and Back-to-School Picnic. The School Site Council (SSC) offers an opportunity for community input on the distribution of funds and recommendations for the Single Plan for Student Achievement, which guides our instructional focus. For more information about volunteering at our school, please contact the school office.

Our Rolling Readers' club gives parents the opportunity to help second and third graders gain reading fluency. Parents have formed a Beautification Committee that has made multiple improvements to enhance the look of our school. The committee installed sidewalks, planted trees, and placed benches for comfort and appearance. Scrip sales, chaired by several parents, provide substantial funding for our school. The chairperson of this effort meets with staff to help determine how these funds are used. Our motto is This Is a "We" School and Not a "Me" School. No school will ever reach its potential without strong parental participation.

Each year we hold morning and evening meetings to discuss different programs with our parents. We make special accommodations for the parents of our English Learners. We have specific meetings for parents of Title I students in order to answer questions, clarify the selection process, and present the quality of programs offered. The principal, teachers, language translators in Chinese and Spanish, and district coordinators attend most meetings to show support and respond to parent concerns. In addition, we have the Hugo Reider, our newsletter, for staff and parents to stay abreast of school happenings (<http://www.ausd.net/hugoreid/RockyReportpage.htm>). We also use a listserv to communicate with all Hugo Reid families. The PTSA helps generate the listserv content using the school calendar and general PTSA information. For immediate communication, the Arcadia Educational Fund (AEF) provides monetary support for the ConnectEd communication system. Hugo Reid can send email and/or phone messages instantaneously to all parents of Hugo Reid. This form of communication is very effective.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Leadership at Hugo Reid Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Our principal, Thomas S. Bruce, has assumed primary leadership. Mr. Bruce’s previous experience includes 3 years as an assistant to the principal and 16 years as a classroom teacher. He is now entering his seventh year at Hugo Reid.

Teachers are encouraged to participate in school leadership. We have the School Site Leadership Team, School Site Council (SSC), Student Study Team (SST), English Language Advisory Committee (ELAC), Parent Teacher Student Association (PTSA) for our parents, and numerous curriculum committees. The Site Leadership Team represents the teachers by grade level and works closely with the SSC. These two bodies have the primary responsibility of developing the Single Plan for Student Achievement. Open discussions and shared decision making are the rule and not the exception at Hugo Reid. The SSC includes an equal number of parents and school personnel whose main charge is that of developing the Single Plan for Student Achievement. Our goals are based on academic and climate needs. We identify our needs based on student data and community surveys.

Goal 1: To increase the number of proficient writers in first through fifth grades based on overall writing skills while focusing on writing across the curriculum with Write From the Beginning.

Goal 2: To enhance our kind, safe learning environment, we will continue to use Character Counts, Teach Too’s and firm relationships between PTSA and staff.

Goal 3: To improve the general student ability to access in-class instruction and information by learning study skills, persistence and the 4C’s.

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

Our school district provides one professional development day each year. This training day normally takes place in the fall. We provide additional staff development opportunities throughout the school year during minimum days or staff meetings. Over the past few years, we have offered staff members a variety of training sessions to enhance student achievement and standards-based instruction, align curriculum to content standards, and improve instructional strategies.

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.

Recently, staff development days have targeted test data analysis.

Our intent was to learn how to research and define meaningful instruction for students. We analyzed our findings as a whole group, in grade-level teams, in cross-grade-level teams, and in the steering committees. The information we gleaned was included in our Single Plan for Student Achievement. We also focused on the Thinking Maps program. This strategy offers a way for students to organize their writing and directly supports our school’s writing goal as identified in our Single Plan.

Every Wednesday we dismiss students at 1:20 p.m. to allow time for teachers to collaborate, both within and across grade levels. This time is critical for teachers to support each other in putting new practice and instruction methods to work.

Evaluating and Improving Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. We design evaluations and formal observations to encourage common goals and to comply with the state’s evaluation criteria and district policies. The principal assesses temporary and probationary teachers annually and tenured teachers every other year. During October of each year, the principal meets with each teacher to discuss and establish professional goals and to identify actions and measures to determine the rate of success. The principal meets with each staff member mid-year and again before May 30 to measure progress towards those goals. Each staff member receives a copy of the evaluation written by the principal, and we forward a copy to the district personnel office.

The principal visits classrooms to observe student learning and instructional strategies on designated coaching days twice during the week. The principal looks at curriculum, classroom management, assessment techniques, and instructional strategies during these visits. On each campus, we have posted school-wide expectations that must be in place in each classroom so there is no doubt about our direction and goals.

Teachers can receive assistance through the Peer Assistance and Review program, which uses exemplary teachers to assist permanent and beginning teachers with subject matter knowledge and teaching strategies.

Staff development opportunities are abundant. One example of this is through the Beginning Teachers Support and Assessment support providers and district literacy coaches. 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.

Substitute Teachers

Generally, the district does not experience problems finding qualified substitute teachers. Arcadia Unified School District has an adequate pool of fully credentialed substitutes. When a substitute teacher is unavailable, administrative or support staff fill in whenever possible.

An automated substitute-finding system is in place for teachers to access electronically when they are absent. They can select a specific substitute and will know immediately if the individual is available. The regular teacher fills out a report following a substitute’s workday so we can track of the quality of service to determine whether we want to use a particular substitute again.

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	0.4
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.6
Resource specialists	1.0

SOURCE: Data provided by the school district.

Specialized Programs and Staff

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Two staff members serve as advisors to our student government program. Hugo Reid holds elections in October and February for officers and room representatives. The Student Council holds monthly meetings and performs numerous activities in which our students learn about government procedures, fund-raising, and shared decision-making. Every other week we host Family Reading Night on campus, providing time for students to read with their parents, select a book to take home, or to take Accelerated Reader tests. Instrumental music instruction is also available for fourth and fifth grade students. In the spring of each year, students participate in a concert at our school to celebrate their musical talents.

The Arcadia Child Health Council provides eye exams, physical checks, and other health needs when parents are unable to afford these services. We confidentially select families to receive Thanksgiving and Christmas food and gifts.

Special Education Program

We use Resource Specialist Program (RSP) classes and speech and language services based on a student's Individualized Education Programs (IEPs). On occasion, we give speech- and language-centered support in regular education classrooms. However, when appropriate, the speech teacher may have students visit her in her classroom. The RSP teacher and her aide may visit classrooms to work with students, but the majority of our students go to the RSP teacher's room to receive targeted instruction. The RSP room is open four days a week. The RSP teacher uses the fifth day to assess students and write goals for the IEPs of qualifying students.

Students that show continual difficulty with learning may be referred to the Student Study Team (SST), consisting of the principal, psychologist, RSP teacher, general education classroom teacher, counselor, speech and language specialist, and ELD teacher if appropriate. Parents receive an invitation well in advance of the meeting explaining the purpose of our efforts. This team then decides the next steps to support the student's learning. This may include modified workloads, special interventions, or further testing.

We offer math and language arts support for all grade levels during school and after school. Teachers can recommend these additional services to students who do not qualify for RSP or other special services. We have highly trained teachers who provide support for the language arts intervention program. Our counselor offers support for individuals with special social or emotional needs. She arranges these sessions on an individual or group basis and with parent permission.

English Learner Program

Hugo Reid has certified 100 percent of our staff in Cross-cultural Language and Academic Development (CLAD). Our staff members use strategies to teach students who are not fluent in English in the regular classroom setting. Our full-time ELD teacher assesses and identifies students who qualify as English Learners. The ELD teacher groups students according to their level and works with them in small groups. The classroom teacher and ELD teacher work closely together to monitor each student's growth.

Professional staff development opportunities for English Learners have also been part of our plan to better train all teachers to assist these students in their learning, since they spend most of the day in the general education classroom. District translators are available to help the teacher communicate with parents as needed and during student-led conferences.

RESOURCES

Buildings

The district has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school or district offices. The principal works daily with the custodial staff of three to develop cleaning schedules that ensure a clean and safe school. District maintenance staff members complete work orders in a timely manner in order to keep the school in good repair. We use a work order process to ensure efficient service and highest priority for emergency repairs. The district participates in the State School Deferred Maintenance Budget Program, which provides state matching funds to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems.

The passage of a bond measure in November 2006 allows Hugo Reid to make major structural improvements. The plans include building improved library/media center facilities, more student support areas, and updating the office area at each campus. Each classroom will be enhanced to be a classroom of the future. The district standard includes interactive boards, added computers, a high-end projector, a document camera, and a sound system. Outdoor lighting, improved facility technology, boundary fencing, new signage and rest room facilities are also part of the improvement package.

Construction began in the 2012/13 school year. Sixteen new temporary classrooms were placed on the playground as interim housing for existing classrooms. Teachers and students utilize the interim housing while updates are completed in the existing classrooms.

Construction is slated to be completed during the the 2013/14 school year. The HRE site is scheduled to complete during winter break of 2013. The HRP site is slated to complete construction during late summer of 2014.

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

Library

The school's library media center at the big school and the library at the primary campus are open five days a week and staffed by our paid part-time library aide. We stock both libraries with an excellent selection of books and resource materials for all grade levels. The elementary campus library has approximately 10,000 volumes, while our primary library houses over 4,000 volumes. Our library aides mark books by reading level and Accelerated Reader value. We recently added new books, and we will make additional selections this year. We will review and omit older materials as we receive new books. Our book money comes from library grants, PTSA donations, and birthday book club contributions. Students at both facilities visit the library at least once a week.

We modernized the library at HRE with new shelving and lighting a few years ago. In addition, we connected our media center to the library. Hugo Reid Raiders refer to both facilities jointly as our Research Media Center. With the passage of Measure I, there are plans to upgrade both library facilities and computer labs.

Computers

Hugo Reid integrates computer skills and concepts throughout the curriculum to prepare students for technological growth and opportunities. All classrooms on both campuses have a minimum of six computers and most have more. In addition, Hugo Reid Elementary also has 32 laptop computers on a cart. All computers have internet access. The research media center at the big school is staffed with classroom teachers and the library aide. We have designated the computer lab at the big school as a research center to emphasize the fact that computers and the lab are for instructional purposes and not for games. The ultimate goal of this 35-computer facility is to support research, writing, and report-related activities. In recent years we have included iPads and Chromebooks for diverse learning opportunities for our students.

The primary campus has a mobile lab with 20 laptops that travels to each classroom during the week according to a teacher-made schedule. Parent volunteers come into each classroom and assist students and teachers with technology. Due to the successful 2006 bond initiative, a new library media center on the primary campus will be realized in 2014. Until then, 24 computers reside in the library as our computer lab for kindergarten through second grade. Software commonly used at both campuses includes Microsoft Word, PowerPoint, Excel, Inspiration, Ultimate Writing, Accelerated Reader, and KidPix. All teachers use computers to keep attendance, record grades, analyze data and correspond via email.

Textbooks

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

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those [textbooks](#) covered the California Content Standards.

Curriculum and the Transition to the Common Core

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

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

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

SCHOOL EXPENDITURES

Federal Title I funds support before-school tutoring sessions each week. After a thorough analysis of student test data and teacher input, we invite our qualifying students to attend this program to get extra help in reading and writing. Most of our general classroom teachers facilitate these sessions. Title II federal funds support our language arts instructional program during the regular school day using intervention teachers to assist in the regular classroom in all grade levels. School improvement funds now support our afterschool Math Club. Our teaching staff works in pairs to provide a lower student-to-teacher ratio. School Improvement funds also supplement our Title II programs.

Our dedicated PTSA conducts a variety of fund-raisers in support of Hugo Reid, including restaurant nights and selling gift wrap, candy, and entertainment books. Twice each year, our PTSA Gift Committee meets with input from the principal and staff to determine gift offers for our school. Some of these funds go to support purchases by teachers, school-wide assemblies, and student field trips. Our parents play a crucial role in our school’s success. Our Student Council program participates in fund-raising activities to support civic-minded causes, such as camperships and cancer research at local hospitals. Business partners through parent employers, the Rotary Club, and the Lions Club also donate funds for designated projects, often related to technology or special instructional projects based on teacher grant applications. Hugo Reid received twelve grants in 2013 amounting to more than \$5,000.

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 580 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)	\$4,505	\$5,440	-17%	\$5,653	-20%
Restricted funds (\$/student)	\$852	\$1,932	-56%	\$3,083	-72%
TOTAL (\$/student)	\$5,357	\$7,372	-27%	\$8,736	-39%

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

Total Expenditures, by Category (2011–2012)

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

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries (all certificated staff)	\$1,911,994	\$280,995	\$2,192,989	71%
Other staff salaries	\$213,241	\$43,143	\$256,384	8%
Benefits	\$437,521	\$61,667	\$499,188	16%
Books and supplies	\$35,692	\$72,814	\$108,506	3%
Equipment replacement	\$0	\$0	\$0	0%
Services and direct support	\$14,621	\$35,698	\$50,319	2%
TOTAL	\$2,613,069	\$494,317	\$3,107,386	

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 25 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$77,210	\$79,802	-3%	\$71,848	7%
Retirement benefits	\$6,370	\$6,588	-3%	\$5,888	8%
Health and medical benefits	\$4,990	\$5,116	-2%	\$10,391	-52%
Other benefits	\$1,882	\$1,480	27%	\$720	161%
TOTAL	\$90,452	\$92,987	-3%	\$88,847	2%

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

Total Certificated Staff Compensation (2011–2012)

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

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$1,961,132	85%
Retirement benefits	\$161,794	7%
Health and medical benefits	\$126,742	6%
Other benefits	\$47,807	2%
TOTAL	\$2,297,475	

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	N/A
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	N/A

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

TEXTBOOKS

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

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	FROM THE MOST RECENT OFFICIAL ADOPTION?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

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

FACILITIES

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

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

AREA	RATING	DESCRIPTION
Roofs		Several rain gutters sustained damage in the windstorm and need replacement.
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 Melinda Williams (Maintenance Supervisor). The facilities inspection occurred on Wednesday, October 23, 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	566
Black/African American	4%
American Indian or Alaska Native	0%
Asian	56%
Filipino	2%
Hispanic or Latino	16%
Pacific Islander	0%
White (not Hispanic)	22%
Two or more races	0%
Ethnicity not reported	0%
Socioeconomically disadvantaged	20%
English Learners	27%
Students with disabilities	3%

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	62
Grade 1	99
Grade 2	77
Grade 3	104
Grade 4	114
Grade 5	110
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2012.

Average Class Size by Grade Level

GRADE LEVEL	2010–2011	2011–2012	2012–2013
Kindergarten	32	29	31
Grade 1	20	24	25
Grade 2	22	23	26
Grade 3	22	23	26
Grade 4	30	31	29
Grade 5	32	32	28
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A
Other	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	2	0	0	3	0	0	2	0
Grade 1	4	0	0	0	3	0	0	4	0
Grade 2	5	0	0	0	4	0	0	3	0
Grade 3	7	0	0	1	6	0	0	4	0
Grade 4	0	3	0	0	3	0	1	3	0
Grade 5	0	4	0	0	3	0	1	3	0
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: CALPADS, October 2012.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2010–2011	2011–2012	2012–2013	2012–2013
With Full Credential	30	27	26	404
Without Full Credential	0	1	0	1

SOURCE: Information provided by school district.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the “healthy fitness zone” on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	MET FOUR OR MORE STANDARDS	MET FIVE OR MORE STANDARDS	MET ALL SIX STANDARDS
Grade 5	90%	74%	47%
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	2	1	N/A
2011–2012	0	1	N/A
2010–2011	1	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 nine 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	90%	86%	85%	83%	85%	83%	54%	56%	55%
Mathematics	92%	91%	90%	82%	82%	81%	49%	50%	50%
Science	89%	83%	84%	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	79%	79%	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	86%	97%	90%
Filipino	N/A	N/A	N/A
Hispanic or Latino	80%	75%	62%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A
White (not Hispanic)	85%	80%	79%
Two or more Races	N/A	N/A	N/A
Boys	82%	91%	88%
Girls	89%	88%	80%
Socioeconomically disadvantaged	75%	80%	78%
English Learners	57%	89%	N/A
Students with disabilities	70%	63%	N/A
Receives migrant education services	N/A	N/A	N/A

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

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	5	7	4

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	+13	-15	-1	943
Black/African American	N/A	-2	+37	926
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	-11	-5	-4	967
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+58	-49	+5	877
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+31	-16	-9	921
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	+37	-24	-5	882
English Learners	+8	-31	-5	905
Students with disabilities	+48	-36	-17	810

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	390	943	7,359	929	4,655,989	790
Black/African American	18	926	143	838	296,463	708
American Indian or Alaska Native	2	N/A	10	N/A	30,394	743
Asian	223	967	4,745	960	406,527	906
Filipino	9	N/A	219	901	121,054	867
Hispanic or Latino	58	877	997	834	2,438,951	744
Pacific Islander	0	N/A	9	N/A	25,351	774
White (non Hispanic)	80	921	1,205	906	1,200,127	853
Two or more races	0	N/A	28	743	125,025	824
Socioeconomically disadvantaged	88	882	1,426	875	2,774,640	743
English Learners	105	905	1,242	867	1,482,316	721
Students with disabilities	25	810	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