

Highland Elementary School

School Accountability Report Card, 2009–2010

Inglewood 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

Highland Elementary School

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

The information in this report represents the 2009–2010 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.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2010_en.html

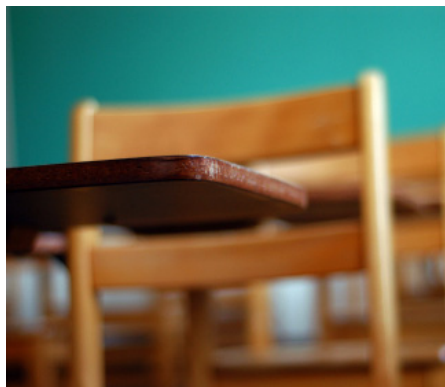
Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

How to Contact Our School

430 Venice Way
Inglewood, CA 90302
Principal: Susan Ippongi
Phone: (310) 680-5460

How to Contact Our District

401 South Inglewood Ave.
Inglewood, CA 90301
Phone: (310) 419-2700
<http://www.iusd.net>



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» Principal's Message

Welcome to Highland Elementary School! Our school focuses on each individual child to ensure that all students are making progress to reach their potential. Our before- and afterschool program reinforces skills to ensure that the whole child is making progress. Our fifth grade students are on the path to understanding the need for service learning and college-going behaviors and skills.

The school's new technologically accessible, two-story building is located on the corner of Venice Way and Inglewood Avenue. This new structure houses 28 classrooms and one teacher workroom, with restroom facilities on each floor. The new administrative building and cafeteria, which feature a new library, new computer lab, teachers' professional development office, and newly renovated office, were ready in June 2009. Additionally, Highland added a preschool program that accommodates two classes with a.m. and p.m. schedules.

Many of our students participate in our school choir headed by our third grade teacher. The choir is a chorus and drama team, which provides grand productions each year that are performed schoolwide, districtwide, and for special events.

Our school is developing a concept known as No Excuses University, where all of our students are learning about universities and strategies to go to a university after high school. The Highland's way is the "No Excuses University" way! All of our classrooms will be visited by students from colleges and universities.

Our PTA has developed a calendar of events for parents, students, and teachers. Parents are encouraged to take part in the support of our classrooms and campus. Our parents receive monthly workshops that include the California Content Standards, discipline, safety, learning to learn, and other parent-student supports.

Susan Ippongi, PRINCIPAL

Grade range and calendar

K-5

TRADITIONAL

Academic Performance Index

826

County Average: N/A
State Average: 800

Student enrollment

598

County Average: N/A
State Average: N/A

Teachers

30

County Average: N/A
State Average: N/A

Students per teacher

20

County Average: N/A
State Average: N/A

PLEASE NOTE:

Comparative data (county average and state averages) in some sections of this report are unavailable due to problems the Department of Education had with data collection last year.

Major Achievements

- Our Academic Performance Index (API) rose 53 points in the 2007–2008 school year and 42 points in 2008–2009. 2008–2009 showed an API of 852. The state superintendent, Jack O’Connell, came to visit Highland in November 2009 and congratulated Highland staff and students on the great work we are doing and achieving.
- This shows that all of our students are making progress toward becoming proficient in English/language arts and mathematics. Our school was recognized as a Title I Academic Achievement School for the 2009 and 2010 school years. Highland applied for the California Distinguished School and National Blue Ribbon awards. Highland received the California Distinguished School Award on April 2010. We hope to hear about national recognition in September.
- Our Adequate Yearly Progress (AYP) also shows that our students have reached the federal targets of proficiency. We honor all of our students that have reached proficiency in the California Standards Tests.
- Our students are encouraged to participate in a poster, speech, and essay contest. Our students have received recognition for their participation in community activities such as Martin Luther King Jr., Cesar Chavez, and the West Basin Water District Program contest. Highland has participated in basketball competitions each year.
- Our 2009–2010 staff received an Outstanding Teamwork award from the Inglewood Unified School District (IUSD). The principal received the Principal of the Year award, which recognized her effective leadership at her site.
- All of our grades display classroom assignments and standards posted on bulletin boards in the classrooms and in the hallways. These displays show how much our students are learning in language arts and math.
- Our afterschool program provides students with homework support, tutoring, and lessons on the California Content Standards. Our childcare program supports students before and after school in collaborative group activities and homework support.

Focus for Improvement

- Highland teachers continue to focus on research-based strategies in specific areas such as reading comprehension, writing, and learning. Workshops by administrative staff and district personnel concentrated on student engagement in learning. Teachers are collaborating on strategies to help all students learn the required content. The data team and administration support teachers to improve the instructional program and services to students.
- Teachers collaborate and demonstrate lessons at staff workshops on writing and reading comprehension strategies to be used in the classroom. We will develop professional learning communities to ensure that all teachers have a heightened awareness of the focus of all students.
- In the 2010–2011 school year, we are focusing on improving strategies in the classroom to include all students and providing additional teacher collaboration about strategies used to accommodate all students. We will also visit other schools to improve our level of instruction.

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.

Highland’s API was 826 (out of 1000). This is a decline of 26 points compared with last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2008–2009 test results, we started the 2009–2010 school year with a base API of 852. 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 8 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 10 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.

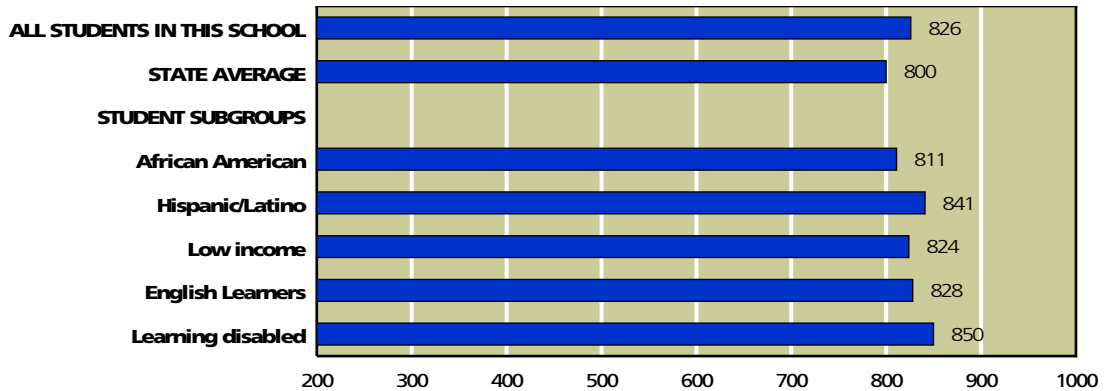
We met our assigned growth targets during the 2009–2010 school year. Just for reference, 64 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	826
Growth attained from prior year	-26
Met subgroup* growth targets	Yes

SOURCE: API based on spring 2010 test cycle. Growth scores alone are displayed and are current as of December 2010.

*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.
R/P - Results pending due to challenge by school.
N/A - Results not available.

API, Spring 2010



SOURCE: API based on spring 2010 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 all 25 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 56.8 percent on the English/language arts test and 58 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 680 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	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement school in 2010	No

SOURCE: AYP is based on the Accountability Progress Report of December 2010. A school can be in Program Improvement based on students’ test results in the 2009–2010 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. R/P - Results pending due to challenge by school. 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?	DID 56.8% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 58% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students with disabilities	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
African American	●	●	●	●
Hispanic/Latino	●	●	●	●

SOURCE: AYP release of October 2010, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2009–2010 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

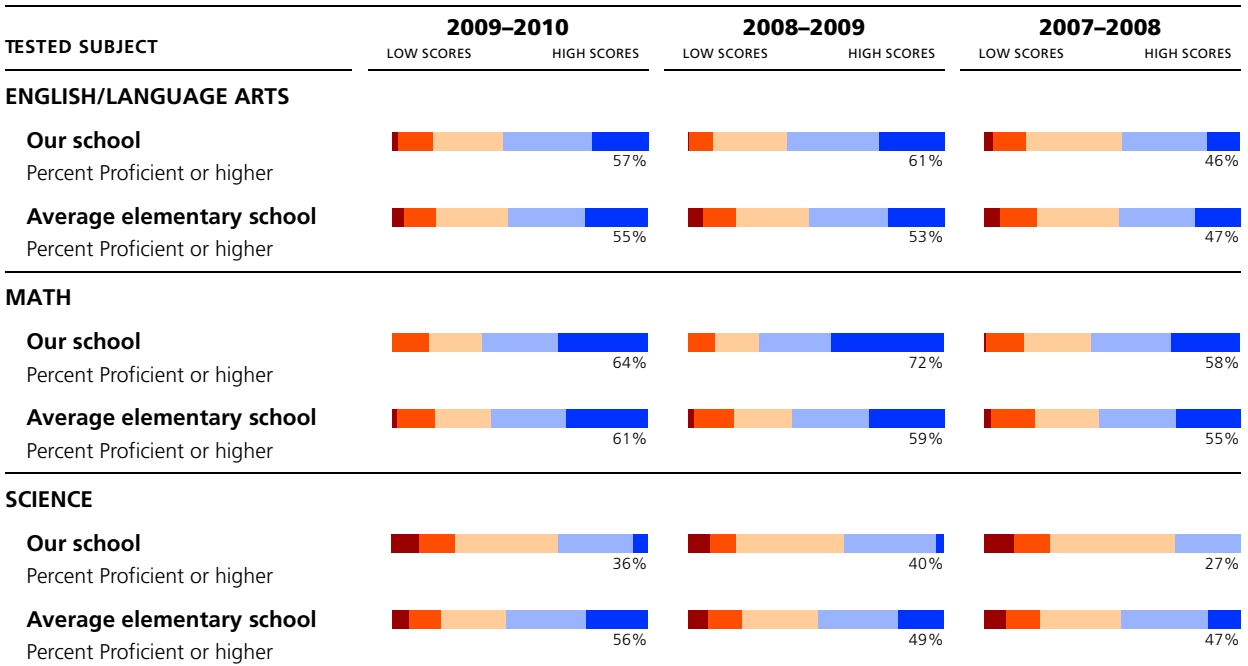
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

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

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2010 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

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 55 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 61 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			57%	89%	SCHOOLWIDE AVERAGE: About two percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			53%	96%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			55%	95%	

Subgroup Test Scores

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

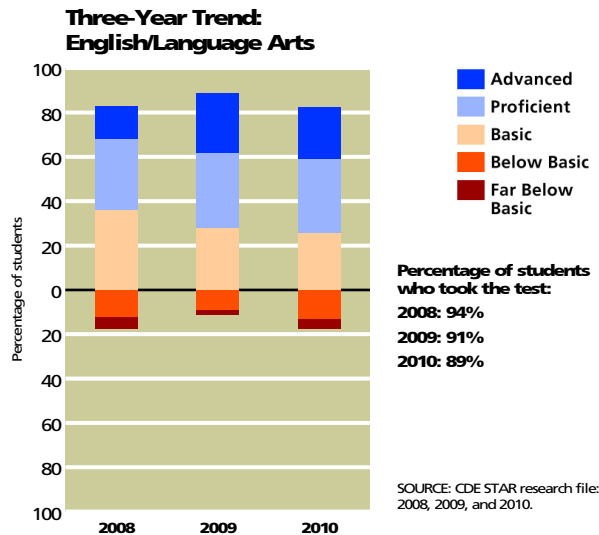
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			49%	180	GENDER: About 15 percent more girls than boys at our school scored Proficient or Advanced.
Girls			64%	177	
English proficient			59%	239	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			53%	117	
Low income			55%	316	INCOME: About ten percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			65%	41	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	29	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			58%	328	
African American			54%	190	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			59%	161	

SOURCE: The scores for the CST are from the spring 2010 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			64%	88%	SCHOOLWIDE AVERAGE: About three percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			61%	92%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			61%	92%	

Subgroup Test Scores

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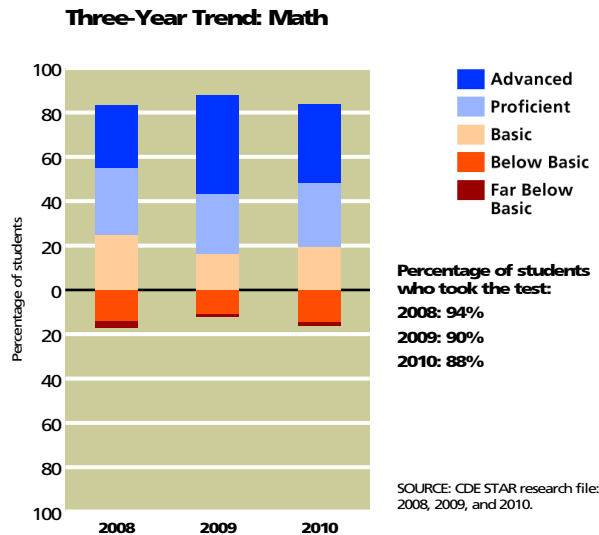
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			65%	179	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			64%	177	
English proficient			64%	238	ENGLISH PROFICIENCY: English Learners scored higher on this test than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			67%	117	
Low income			64%	315	INCOME: About seven percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			71%	41	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	28	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			65%	328	
African American			59%	189	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			69%	161	

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



Science

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			36%	83%	SCHOOLWIDE AVERAGE: About 20 percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			54%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			56%	94%	

Subgroup Test Scores

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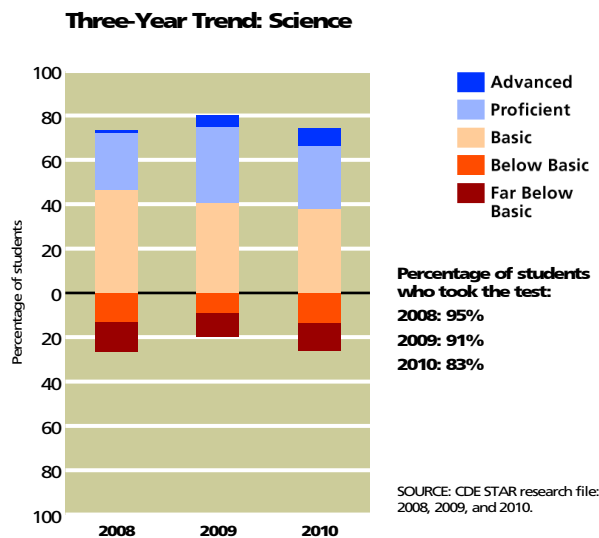
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			36%	47	GENDER: The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			36%	42	
English proficient			44%	68	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE		N/S	21	
Low income			33%	72	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	17	
Learning disabled	NO DATA AVAILABLE		N/A	2	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			37%	87	
African American			35%	48	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			36%	39	

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



Other Measures of Student Achievement

In addition to the California Standards Test, we use informal classroom observations, homework, district quarterly assessments, portfolios, quizzes, unit assessments, and chapter tests. English Learners take the California English Language Development Test (CELDT) yearly to identify levels in English and strategies for instruction. Some of our learning disabled students will take the California Alternative Performance Assessment instead of the state standards test. Some of our special education students took the CMA, which reflects the California Standards Test. The district assessments include the Inglewood Language Arts Performance Assignment and the quarterly mathematics assessments.

Progress reports and report cards come out quarterly to identify standards that have been mastered, and standards that need additional practice. We hold Back-to-School Night and parent conferences to inform parents of the standards and individual growth. We also use Connect Ed, a telephone messaging system, to inform parents of ongoing parent meetings that focus on learning and support throughout the year.

STUDENTS

Ethnicity

Most students at Highland identify themselves as African American or Hispanic/Latino. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” 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	51%	8%	6%
Asian American/ Pacific Islander	1%	10%	11%
Hispanic/Latino	47%	65%	51%
White/European American/ Other	1%	17%	31%

SOURCE: CBEDS census of October 2009. 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 \$40,793 a year (based on a family of four) in the 2009-2010 school year. At Highland, 87 percent of the students qualified for this program, compared with 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	87%	N/A	56%
Parents with some college	37%	49%	56%
Parents with college degree	16%	28%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2009–2010 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 37 percent of the students at Highland have attended college and 16 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 63 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.

Our average class size schoolwide is 22 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	21	N/A	N/A
First grade	20	N/A	N/A
Second grade	21	N/A	N/A
Third grade	20	N/A	N/A
Fourth grade	31	N/A	N/A
Fifth grade	33	N/A	N/A

SOURCE: This information provided by the school district.

Safety

Highland is a closed campus that requires parents to check in at the front office at all times. The students enter and exit through one gate located on Venice Way. All visitors entering our campus require a visitor’s pass. All personnel and visitors are asked to sign in at the front office. Parents are asked to make an appointment if they plan to visit or need to conference with the teacher.

A team of teachers, administration, and support personnel revise the safety plan annually. The safety plan includes procedures for emergencies and the responsibilities of designated personnel. Staff meetings are used to ensure clear articulation about the responsibilities and procedures of the safety plan.

Discipline

Our teachers focus on teaching students how to develop valuable characteristics to help them become champions in school and in life. The Character Building Skills program emphasizes responsibility skills that lead to success in life. Each month a word is given during class to emphasize what they do every day. In September, we emphasize responsibilities; October emphasizes respect for self and others; and November is the month of cooperation. Everything that we do will reinforce our concepts in class and on the playgrounds. If we have any serious disciplinary problems, pink slips are sent home to communicate to parents the need to help the student correct and understand behavior. Green Ticket Day (Friday) is used to support weekly reinforcement of responsible behavior.

We hope that parents will be active partners in teaching students about the responsibilities of their actions. Students are only suspended or expelled for severe problems that disrupt the lives of others, such as violence or acts of vandalism.

Homework

All students in kindergarten through fifth grade receive homework five days per week. Homework will take approximately 30 to 45 minutes daily. We ask that parents supervise homework time and support the school’s efforts by recognizing each child’s efforts in completing assigned tasks. Homework reinforces routines for student’s present and future school life. Individual teachers may have a weekly homework contract, or daily homework is assigned to support review of daily lessons. Parents are asked to sign weekly contracts or specific assessment to ensure clear communication between home and school. Winter and spring break are also used as learning and review time for students. A packet of review worksheets are used to reinforce skills learned at each semester break.

Parents and teacher partnership is emphasized for ongoing progress and effective communication.

Schedule

School began in early September and ended in late June. School begins at 8:15 a.m., although we ask parents to make sure that their child is on campus by 8 a.m. Dismissal for grades one through three is 2 p.m., and dismissal for grades four and five is 2:20 p.m. We have a morning kindergarten program that begins at 8:15 a.m. and ends at 11:45 a.m.

We have a breakfast program that begins at 7:45 a.m. and students are on the grounds by 8 a.m. We have numerous afterschool programs on site, including the childcare program which opens at 6:30 a.m. if parents need help with early morning care. In November, many of our tutoring programs and enrichment programs will begin regular sessions on selected days.

Parent workshops will be held on three Saturdays per year (February, March). These workshops support the California Standards Tests (CST), which is taken by grades two through five in May. GATE workshops are also provided for parents, with topics like understanding higher-order thinking skills and the varied intelligences of students.

Parent Involvement

We have an active PTA on site that has numerous activities on site and off campus. PTA sponsors numerous fund-raisers to support the school's needs in beautification, safety, and collaborative functions. Our English Language Advisory Council and School Site Council work to improve the academic program at the school. We have Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. We have parent volunteers supporting our lunch area, playground area, and office. We need additional parent help every day to support all of our ongoing and new programs. Our parent liaison, Ms. Bell, assists parents in learner, support, volunteer, and leadership roles.

For information about how you can become involved at our school, please contact Brenda Bell, Parent Community Liaison, at (310) 680-5460.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

This is Susan Ippongi’s fourth year as principal of this school. She has 20 years of experience as a teacher and seven years of experience as a program coordinator. Her passion lies in teaching students in and out of the classroom. She has 35 years of experience in this district, including facilitation of state and federal programs at the district level and as an administrative assistant at both the Summer Bridge Program and in a middle school.

There are many decision-making teams at our school. The grade-level chairpersons support teachers at each grade level. The Leadership Team consists of grade-level chairs that collaborate monthly with administrative staff on focused elements of instruction. The administrative staff includes the administrative assistant, literacy coach, program coordinator, and principal. The administrative team leads others to collaborative efforts with the focus on the vision and mission of the school. Grade-level chairpersons provide direction and support for data information, supplemental resources, and technical information for their grade level. Staff meetings are used as professional development time to improve instruction in the classroom.

Parent and teacher groups that affect the decisions of our children, parents, and staff include the PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and the School Advisory Committee (SAC). These various groups make decisions or give input on the Single Plan for Student Achievement.

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) from some of the data reported in the SARC is unavailable due to problems the California Department of Education had with data collection last year.

“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.

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 2010–2011 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. About 70 percent of the state’s schools are in this category. 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. About 19 percent of the state’s schools are in this category.

The average percentage of courses in our district not taught by a “highly qualified” teacher is two percent, compared with one percent statewide. For schools with the highest percentage of low-income students, this factor is one percent, compared with zero percent statewide. For schools with the lowest percentage of low-income students, this factor is zero percent, compared with zero percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	2%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	1%
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	0%

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

Staff Development

Our teachers attend three staff development days at the beginning of the school year. These days are focused on curriculum and its connection to state standards, as well as analyzing the results of the previous year’s data on state assessments. A review of our Adequate Yearly Progress (AYP) and Academic Performance Index (API) provides the school with criteria for improvement and action for the next school year.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2009-2010	3.0
2008–2009	3.0
2007–2008	3.0

SOURCE: This information is supplied by the school district.

Training is also held for new teachers in classroom practices and the California Content Standards. Ongoing training is held within the school year on research-based strategies and techniques to help students in the classroom. Ongoing discussions and actions are developed by teams at the school to provide the best instructional practices for groups or individual students. The administrative team supports teachers in the implementation of new instructional methods. The district also supports teachers in implementing new adoption materials. Reflective discussions at grade level meetings provide strategies for individual or grade-level improvements.

Evaluating and Improving Teachers

The administration evaluates tenured teachers every other year and nontenured teachers every year. Evaluations are conducted in accordance with the California Standards for the Teaching Profession. During the evaluation, factors include classroom environment, effectiveness of lesson, student engagement, and student progress to goals set by teacher. The teacher’s evaluation is sent to the Human Resource Department at the district office as a legal document. Our teachers are supported by the vice-principal, grade-level chairs, peer review support personnel, a literacy coach, and a program coordinator. Ongoing workshops and individual conferences with staff are held throughout the year.

Substitute Teachers

We depend on a regular core group of substitutes during the school year. Lesson plans are left for the substitute to keep within the pacing plan for the planned curriculum. The grade-level chairperson ensures that supports are provided for that substitute so that ongoing and consistent plans are followed.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. 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)
Counselors	0.0
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: Data provided by the school district.

Specialized Programs and Staff

We have an afterschool childcare program, tutoring, and enrichment programs for students. The enrichment program provides classes in chorus, piano, crochet, book club, and Spanish for English speakers. A nurse conducts vision and hearing screenings in the fall. The weight and height measurements for the fifth grade fitness test are done in February. The statewide fitness test for fifth graders focuses on aerobic capacity, body composition, abdominal strength, trunk extension, flexibility, and upper-body strength.

We are also began a college-going fifth grade program in which our fifth graders develop a portfolio that focuses on a particular college as well as skills in research on college applications and/or enrollment practices. The students will visit a university and career center and attend the college fair in Inglewood. This concept is developed with the intent that all students will plan ahead to take a college-going path.

Our school has researched unique programs in California, and the staff has developed a No Excuses University program for elementary students. We want to make students aware of the avenues that they can take after high school. Our school has University supports through their student teachers, teacher aides from neighboring

colleges, and field trip visits to their campus. College students also come to visit to talk about their experiences in college and how we should plan to start doing our best in school and build our portfolio of character and funding.

Gifted and Talented Education (GATE)

Our GATE students are identified in the second grade. Our GATE students are grouped in classes that extend and provide depth in the curriculum and instruction. Students are provided with access to extracurricular classes after school that enrich their specific interests or enhance a new learning. Students are provided with opportunities to enter into a variety of contests in the district and within the school. An on-campus GATE coordinator supports teachers in providing information on a variety of field trips and activities in the city which students, parents, and teachers can attend. GATE workshops for parents are provided three times per year.

Special Education Program

We have a Resource Specialist Program (RSP) and two Special Day Class (SDC) on site. Highland has also added two autism classes and two ED/SDC classes to support students with specific self-contained support needs. Support personnel as speech, OT services, and counselors provide services according to the designated Individualized Education Programs (IEPs) of students. Highland has also added two autism classes and two ED classes that are self-contained with inclusion for lunch and recess.

Our students are provided with specialized instruction according to their IEPs. We also have a speech therapist five days per week. Students are recommended for these programs through a Student Study Team or through a referral process. All special education students are provided with accommodations in their regular classroom according to their IEP.

English Learner Program

Students are taught according to the levels on the California English Language Development Test (CELDT). Instruction focuses on listening, speaking, reading, and writing. English Language Development (ELD) instruction begins at the start of the instructional day and leads into language arts instruction. Specially designed academic instruction in English supports the core programs to build on students' prior knowledge and ensure mastery of learning.

Our staff members have Cross-cultural, Language, and Academic Development (CLAD), Bilingual CLAD, or equivalent certification. These certifications allow teachers to instruct students in ELD and provide support strategies in Specially Designed Academic Instruction in English, which supports students in the learning the California Content Standards.

RESOURCES

Buildings

Highland School staff and students moved into the new two-story building in September 2008. Our community has watched the building grow in size and is amazed at the magnificent addition to our school that will enhance our community and student learning.

During the 2006–2007 school year, a fraternity and a sorority of the University of Southern California came to Highland to paint our poles in the breezeway. In the 2007–2008 school year, the LAX Marriott adopted our school and has supported our students in celebrations of achievement and Read Across America. Measure K construction continues to make improvement in the newly construction of Highland School. Phase I of the construction, which consists of 28 classrooms, was complete in September 2008; Phase II of the construction, which consists of the administrative office, library, and computer lab, will be done by June 2009. 2008–2009 was the first year in the two-story building.

Highland has a new expansive playground court and will have a soccer and baseball field in September 2009. The children have been enjoying the tetherball courts and private kindergarten areas. Our staff, students and parents have helped to maintain the grounds for a population of approximately 580 students.

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

We have a library on site that accommodates one classroom per hour every week. A five-hour program aide/librarian supports each class in the selection of appropriate books for classroom or personal use. Volunteers are welcome to help support the students in reading aloud and in the comprehension of silent reading activities. Every year we hold a Book Fair in the fall to support libraries at home and at school. The profits from the Book Fair provide additional books for our school library. We encourage 20 minutes of daily reading at home to improve fluency in English/language arts.

Computers

All of our classrooms have at least three computers to support their students' class assignments. Teachers also use computers to keep records on grades, lesson plans, correspondence, attendance, and teacher-made assignments.

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 2010–2011 school year and whether those [textbooks](#) covered the California Content Standards.

Curriculum

For more than six 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.

You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Our Title I funds are used to provide tutoring and support materials for our students needing extra support in reading and mathematics. Other support funds such as LEP and School Library funds have designated allocation for specific purposes to support particular programs. We are able to hire a literacy coach, program coordinator, and instructional aide support for core programs. The After School Education and Safety (ASES) and Childcare programs have assisted in homework and special-interest activities for students.

Our PTA sponsors a fund-raising drive, Chuck E. Cheese Social, and other events to provide collaboration between the community, teachers, and parents. Tutoring programs are specially funded by specific sources and are offered to students in that funding source, such as Gifted and Talented Education (GATE) and English Learner tutoring services.

Due to budget cuts, Highland has had to reduce personnel and services during and after school. Many of the staff members put in extra volunteer hours to support the programs and students.

Spending per Student (2008–2009)

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 568 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)	\$4,251	\$4,514	-6%	\$5,653	-25%
Restricted funds (\$/student)	\$1,184	\$1,029	15%	\$3,083	-62%
TOTAL (\$/student)	\$5,435	\$5,543	-2%	\$8,736	-38%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2008–2009)

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	\$1,531,427	\$196,804	\$1,728,231	56%
Other staff salaries	\$240,857	\$109,426	\$350,283	11%
Benefits	\$634,060	\$114,845	\$748,905	24%
Books and supplies	\$8,257	\$178,940	\$187,197	6%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	N/A	\$72,230	N/A	N/A
TOTAL	\$2,414,601	\$672,245	\$3,086,845	

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

Compensation per Staff with Teaching Credentials (2008–2009)

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 23 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$64,359	\$63,940	1%	\$72,020	-11%
Retirement benefits	\$5,612	\$5,781	-3%	\$5,840	-4%
Health and medical benefits	\$10,158	\$10,375	-2%	\$9,324	9%
Other benefits	\$4,511	\$4,452	1%	\$384	1075%
TOTAL	\$84,639	\$84,548	0%	\$87,568	-3%

SOURCE: Information provided by the school district.

Total Certificated Staff Compensation (2008–2009)

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	\$1,480,252	76%
Retirement benefits	\$129,065	7%
Health and medical benefits	\$233,634	12%
Other benefits	\$103,743	5%
TOTAL	\$1,946,693	

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 2010. The CDE may release additional or revised data for the 2009–2010 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2009 census); Language Census (March 2010); California Standards Tests (spring 2010 test cycle); Academic Performance Index (November 2010 growth score release); Adequate Yearly Progress (October 2010).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2010–2011. 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	2008–2009	2009–2010	2010–2011
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	26	23	26
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	5	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	1
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES: This report was completed on Wednesday, December 01, 2010. A teacher in Special Ed was reassigned. We did not fill that position with a person. We collapsed the class into another class until we could determine budget options.

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	2008–2009	2009–2010	2010–2011
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	2	0	1
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	2	1	1
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Wednesday, December 01, 2010.

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?	OFFICIALLY ADOPTED?	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%

NOTES: This report was completed on Tuesday, December 14, 2010. This information was collected on Tuesday, December 14, 2010. HEALTH IS COVERED THROUGH LANGUAGE ARTS. All of our textbooks are the most recently approved by the State Board of Ed or our Local Governing Agency.

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		
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		
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		No apparent problems.
F. SAFETY	Good	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
G. STRUCTURAL	Good	
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)		No apparent problems.

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

INSPECTORS AND ADVISORS: This report was completed on Monday, December 13, 2010 by Stephanie Johnson (Maintenance Clerk). There were no other inspectors used in the completion of this form.

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card as well as data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.



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	598
Black/African American	51%
American Indian or Alaska Native	0%
Asian	1%
Filipino	0%
Hispanic or Latino	47%
Pacific Islander	0%
White (not Hispanic)	1%
Two or more races	0%
Socioeconomically disadvantaged	87%
English Learners	32%
Students with disabilities	19%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2009. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	94
Grade 1	103
Grade 2	99
Grade 3	91
Grade 4	104
Grade 5	107
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2009.

Average Class Size by Grade Level

GRADE LEVEL	2007–2008	2008–2009	2009–2010
Kindergarten	20	20	21
Grade 1	20	20	20
Grade 2	20	20	21
Grade 3	17	20	20
Grade 4	33	34	31
Grade 5	33	33	95
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	9
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	12
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2009. Information for 2009-2010 provided by the school district.

Average Class Size by Grade Level, Detail

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

GRADE LEVEL	2007–2008			2008–2009			2009–2010		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	3	0	0	4	0	0	1	3	0
Grade 1	4	0	0	3	0	0	4	1	0
Grade 2	5	0	0	4	0	0	2	2	0
Grade 3	6	0	0	5	0	0	2	2	0
Grade 4	0	1	2	0	0	3	0	3	0
Grade 5	0	1	2	0	1	2	0	1	0
Grade 6	0	0	0	0	0	0	0	0	0
Combined K–3	0	0	0	0	0	0	3	0	0
Combined 3–4	0	0	0	0	0	0	0	0	0
Combined 4–8	0	0	0	0	0	0	2	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2009. Information for 2009-2010 provided by the school district.

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
	2007–2008	2008–2009	2009–2010	2009–2010
With Full Credential	23	25	27	568
Without Full Credential	2	0	0	0

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		
	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
Grade 5	29%	22%	4%
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 was the most recent available, for the 2008–2009 school year. Data is reported by Educational Data Systems.

Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2009–2010 school year, we had 228 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.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2009–2010	38	23	6
2008–2009	7	10	5
2007–2008	22	13	6
Expulsions per 100 students			
2009–2010	0	0	0
2008–2009	0	0	0
2007–2008	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/ language arts	48%	63%	60%	35%	37%	41%	46%	50%	52%
Mathematics	60%	73%	66%	33%	34%	40%	43%	46%	48%
Science	27%	43%	36%	30%	32%	40%	46%	50%	54%

SOURCE: STAR results, spring 2010 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 2009–2010	MATHEMATICS 2009–2010	SCIENCE 2009–2010
African American	58%	62%	35%
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	62%	70%	36%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Two or more Races	N/A	N/A	N/A
Boys	56%	67%	36%
Girls	65%	65%	36%
Socioeconomically disadvantaged	59%	66%	33%
English Learners	56%	68%	10%
Students with disabilities	71%	68%	N/A
Receives migrant education services	N/A	N/A	N/A

SOURCE: STAR results, spring 2010 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	2007–2008	2008–2009	2009–2010
Statewide rank	5	7	8
Similar-schools rank	10	10	10

SOURCE: The API Base Report from December 2010.

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
	2007–2008	2008–2009	2009–2010	2009–2010
All students at the school	+53	+41	-26	826
Black/African American	+54	+21	-27	811
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+50	+62	-24	841
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	+54	+40	-27	824
English Learners	+65	+52	-20	828
Students with disabilities	N/A	N/A	N/A	850

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

API Scores by Subgroup

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

SUBGROUP	SCHOOL	DISTRICT	STATE
All students	826	711	767
Black/African American	811	697	686
American Indian or Alaska Native	N/A	N/A	728
Asian	N/A	N/A	890
Filipino	N/A	N/A	851
Hispanic or Latino	841	720	715
Pacific Islander	N/A	N/A	753
White (non Hispanic)	N/A	N/A	838
Socioeconomically disadvantaged	824	712	712
English Learners	828	692	692
Students with disabilities	850	584	580
Two or more races	N/A	N/A	807

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

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 680 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	No
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 December 2010.

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	3 of 3
The year the district entered PI	2007
Number of schools currently in PI	10
Percentage of schools currently in PI	42%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2010.

DISTRICT EXPENDITURES

According to the CDE’s SARC Data Definitions, “State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2009–10 data in most cases. Therefore, 2008–09 data are used for report cards prepared during 2010–11.”

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 2008–2009			
Total expenses	\$118,497,921	N/A	N/A
Expenses per student	\$8,725	\$8,823	\$8,736
FISCAL YEAR 2007–2008			
Total expenses	\$121,927,583	N/A	N/A
Expenses per student	\$8,544	\$8,680	\$8,594

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2008–2009

This table reports the salaries of teachers and administrators in our district for the 2008–2009 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	N/A	\$41,155
Midrange teacher’s salary	N/A	\$65,379
Highest-paid teacher’s salary	N/A	\$85,049
Average principal’s salary (elementary school)	N/A	\$106,453
Superintendent’s salary	N/A	\$194,802
Percentage of budget for teachers’ salaries	33%	40%
Percentage of budget for administrators’ salaries	4%	5%

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

TEXTBOOKS

Textbook Adoption List

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Language Arts Big Book Package (K)	Language Arts	2002	2002
Language Arts Big Book Package (1)	Language Arts	2002	2002
Language Arts Phonics Kit (K)	Language Arts	2002	2002
Open Court Anthology Bk. 1 (1)	Language Arts	2002	2002
Open Court Anthology Bk. 2 (1)	Language Arts	2002	2002
Open Court Anthology Bk. 1 (2)	Language Arts	2002	2002
Open Court Anthology Bk. 2 (2)	Language Arts	2002	2002
Open Court Anthology Bk. 1 (3)	Language Arts	2002	2002
Open Court Anthology Bk. 2 (3)	Language Arts	2002	2002
Open Court Anthology (4)	Language Arts	2002	2002
Open Court Anthology (5)	Language Arts	2002	2002
Holt Literature & Language Arts, Introductory Crs.(6)	Language Arts	2010	2009
Kindergarten Kit (K)	Science	2007	2007
Houghton Mifflin Pupil Edition LV.1	Science	2007	2007
Houghton Mifflin Pupil Edition LV.2	Science	2007	2007
Houghton Mifflin Pupil Edition LV.3	Science	2007	2007
Houghton Mifflin Pupil Edition LV.4	Science	2007	2007
Houghton Mifflin Pupil Edition LV.5	Science	2007	2007
Holt Earth Science (6)	Science	2007	2007
Ancient Civilization (6)	Social Science	2006	2006
Learn and Work (K)	Social Science	2006	2006
Our California (4)	Social Science	2006	2006
Our Communities (3)	Social Science	2006	2006
Our Nation (5)	Social Science	2006	2006
Then & Now (2)	Social Science	2006	2006
Time & Place (1)	Social Science	2006	2006
Health & Wellness: Little Readers Classroom Library (2)	Health	2005	2005
Houghton Mifflin California Math (K)	Mathematics	2009	2008
Houghton Mifflin California Math (1)	Mathematics	2009	2008

Textbook Adoption List (continued)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Houghton Mifflin California Math (2)	Mathematics	2009	2008
Houghton Mifflin California Math (3)	Mathematics	2009	2008
Houghton Mifflin California Math (4)	Mathematics	2009	2008
Houghton Mifflin California Math (5)	Mathematics	2009	2008
SRA Number Worlds Lv. F Student Book (4 - 7)	Mathematics	2008	2008
SRA Number Worlds Lv. G Student Book (4 - 7)	Mathematics	2008	2008
SRA Number Worlds Lv. H Student Book (4 - 7)	Mathematics	2008	2008
SRA Number Worlds Lv. I Student Book (4 - 7)	Mathematics	2008	2008
SRA Number Worlds Lv. J Student Book (4 - 7)	Mathematics	2008	2008
Holt California Crs. 1: Numbers to Algebra (6)	Mathematics	2008	2008
Open Court ELD Wkbk. (K)	ELD	2003	2002
Open Court ELD Wkbk. (1)	ELD	2003	2002
Open Court ELD Wkbk. (2)	ELD	2003	2002
Open Court ELD Wkbk. (3)	ELD	2003	2002
High Point Basic Student Book (4-8)	ELD	2001	2002
High Point Level A Student Book (4-8)	ELD	2000	2002
High Point Level B Student Book (4-8)	ELD	2000	2002
High Point Level C Student Book (4-8)	ELD	2000	2002

