

# Isaac L. Sowers Middle School

9300 Indianapolis Ave. • Huntington Beach, CA 92646 • (714) 962-7738 • Grades 6-8  
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## 2011-12 School Accountability Report Card Published During the 2012-13 School Year



### Huntington Beach City School District

20451 Cramer Lane  
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#### District Governing Board

Celia Jaffe  
Rosemary Saylor  
Shari Kowalke  
Bridget Kaub  
Brian E. Rechsteiner

#### District Administration

Gregory Haulk  
**Superintendent**

Jennifer Shepard  
**Assistant Superintendent  
Educational Services**

Deborah Cockrell  
**Assistant Superintendent  
Human Resources**

Jon M. Archibald  
**Assistant Superintendent  
Administrative Services**

### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (714) 962-7738.

### Vision

Isaac L. Sowers students will experience an academically challenging and supporting learning environment which promotes the realization of all students' full potential.

### Beliefs

Our dedicated and knowledgeable staff recognizes the developmental uniqueness of the middle school child and demonstrates a commitment to foster the conditions necessary for student achievement. School personnel model the qualities and characteristics they expect to instill in students.

Nurturing Learning Environment is one that is inviting, safe, and purposeful which is conducive to learning. Parents and staff will work together to provide students with the time, support, and encouragement they need to achieve.

Supportive Structure and Schedule- We are organized to promote meaningful professional collaboration with a focus on learning and providing access for all students. Teams are viewed as the building blocks for a strong Professional Learning Community. We place a high priority on protecting instructional and collaborative planning time, maintaining reasonable class size and providing supportive student services during the regular school day.

Standards-based Curriculum-We will provide a core curriculum that can be enriched, extended, or differentiated to meet the individual learning needs of students. Education in the fine and practical arts, physical education, and language student are valued as integral parts of the instructional program. We will provide a standards-based learning environment which clearly establishes criterion for subject mastery and that identifies what students will know and be able to do as a result of completing the instructional program. The scope and sequence of the curriculum will reflect a continuum of offerings that challenge all students.

Focus on Best Practices of Instruction- We will develop and implement a wide array of strategies to optimize student learning. Technology will be integrated into the instructional process as a means to achieve specific curricular outcomes. We value an ongoing process of vertical articulation with their elementary and high school colleagues to ensure a continuum of instruction.

Clarity of Assessment Goals and Practices (Progress Indicators) - We will employ a variety of methods to measure the learning progress of every student. Teachers, in collaboration with their department, will develop consistent grading practices in support of the instructional program. Assessment information will be used to guide the learning process, refine instructional plans, and inform parents of their child's academic progress.

Emphasis on Active Participation- We will promote active student participation in co-curricular programs. The middle school years offer students their first real opportunity to enjoy a range of extracurricular activities, engage in exploratory study, and participate in the performing arts. We recognize the potential of these programs to enhance the health and fitness of young adolescents, improve academic performance, and build positive links between school, families, and the local community.

Sowers Middle School opened in 1972, as a 6th through 8th grade middle school. Sowers is located in a city characterized by miles of beautiful Pacific shoreline, bicycle paths, parks, and an ecological preserve. The school is one of two middle schools and seven elementary schools serving over seven thousand students in Huntington Beach. The school facility is attractive, well-maintained, and situated in a residential area adjacent to a park. There are 41 classrooms which are allocated for general, elective, and special education classes and support services. The school also offers a Multipurpose Room, known as the Little Theatre, a boys and a girls Physical Education locker room and 13 portable buildings. Assemblies, students programs, and large activities are conducted in a large spacious interior school mall complete with stage and sound system. Technologically, Sowers is fully networked in all classrooms with both hardwired and wireless networking capabilities.

Sowers Middle School offers a rich elective program and school clubs, committees and activity groups for students to join. In addition, pyramids of intervention classes have been designed to help students experiencing difficulty at school find success. Sowers Middle School also offers a GATE program, in the CORE areas of Language Arts and Social Studies, a well-designed special education program comprised of a Resource Specialist Program, mild to moderate Special Day Class and moderate to severe Special Day class. Our math program provides leveled math learning for students with the ability for students to take Geometry here at Sowers or more advanced classes in a cooperative program offered by Edison High School.

A talented and enthusiastic staff enables Sowers Middle School to be a school where students enjoy attending; parents feel support and teachers have the tools to help their students learn. Our instructional teams work collaboratively, under the construct of Professional Learning Communities, to develop and implement programs that excite, motivate, and engage all learners. Our teachers care deeply about all aspects of the school program, participate in shared decision-making and engage in professional development activities intended to build skills enabling them to meet students' needs, understand the uniqueness of the middle school aged child and perform with distinction. Our support staff are non-teaching personnel who work together to nurture the intellectual, physical, emotional capacities of each child. Support staff members are well trained, experienced, and are enthusiastic about meeting student needs. Our Student Body of approximately 1257 regular and special education students represent a cross-section of cultural, racial and ethnic backgrounds, as well as an array of ability levels from the learning handicapped to the intellectually gifted. The virtues of mutual respect and recognition of personal dignity are fostered and nurtured by students and staff. The contributions, achievements and progress of ALL students are valued and respected. The parents and community are part of the Sowers learning community. As volunteers in school, as speakers and committee members, and through financial aide and support, PTSA and various advisory committees are vital to the success of our educational program. Sowers ethnic profile is 84% Caucasian, 9.8% Other, 10% Asian, 15.8% Hispanic and 1% American Indian.

### **Opportunities for Parental Involvement**

Parents and the community are very supportive of the educational program at Sowers Middle School. The Sowers Middle School PTSA has made generous contributions of time and money to numerous programs and activities. PTSA fundraisers enable the school to offer programs in art and music, and also enrich classroom learning experiences through donations that support assemblies and field trips, and/or purchase instructional supplies. Other generous contributions have been made by the following organizations: Alchemy Computing, Adult Day Center, DeLillo Chevrolet, Bagelmania, Ronald McDonald House, Nike, Shelter for Battered Women, QSP, Patriot PC Solutions, Fountain Valley Mobil Oil, Boeing, Sugar Shack, Froghouse Surf Shop (Newport Beach), Target, Wienerschnitzel, Huntington Beach Police Department, Tillys, Hurley International, The Huntington Beach Education Foundation, Chevron Corporation's Donors Choose, (a joint business and educational partnership) provides funding for teacher mini-grants, classroom speakers, supplemental materials and supports parent educational opportunities.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	395
Gr. 7	438
Gr. 8	442
<b>Total</b>	<b>1,275</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.5
Asian	7.7
Filipino	0.4
Hispanic or Latino	15.7
Native Hawaiian/Pacific Islander	0.5
White	70.3
Two or More Races	3.9
Socioeconomically Disadvantaged	11.5
English Learners	3.1
Students with Disabilities	8.6

Average Class Size and Class Size Distribution												
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	35.91	30.3	32.1	9	0	0	44	22	12	8	7	15
Math	28.74	30.5	31.3	8	2	0	19	7	19	16	7	15
Science	29.36	30.2	31.3	5	2	0	30	13	19	3	13	10
SS	28.76	30.5	32.1	6	0	0	32	16	12	7	6	15

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	7.77	11.21	8.0
Expulsions Rate	0.0	0.08	.10
District	09-10	10-11	11-12
Suspensions Rate	4.05	4.23	4.8
Expulsions Rate	0.01	0.09	.10

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitors badge; visitors are required to return to the school office upon departure. Visits are restricted at certain times of the year to minimize classroom disruption during activities such as STAR testing. During lunch and before and after school, yard supervisors, teachers, and administrators supervise students and monitor the campus to ensure a safe and orderly environment. As a proactive measure, the school installed a 17 closed-circuit camera security system. The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations.

### School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** August 21, 2012

Sowers Middle School, built in 1971, consists of a main building with five pods including administrative offices, library, stage, multipurpose room, a mall/cafeteria area, locker rooms and 28 classrooms. The site also has 14 portable classrooms added during the 1990's.

This site has a solar array along the athletic fields in the back of the school that provides a shaded area for students and the site has been retrofit with energy efficient interior and exterior lighting.

The hard surface area in the back of the school was extended to add 3 additional volleyball courts.

New concrete ramps with handrails were added to 5 portable buildings and a ramp for the double portable classroom at the front of the campus was rebuilt and reinforced.

Other improvements during 2012 included new lighting and ceilings in the boys/girls locker rooms, 3 exterior doors were replaced and a damaged electrical conduit was replaced and relocated on portable 10.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

### School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	09-10	10-11	11-12
<b>Fully Credentialed</b>	47	46	46
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area</b>	0	6	6
Districtwide	09-10	10-11	11-12
<b>Fully Credentialed</b>	◆	◆	290
<b>Without Full Credential</b>	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

All training and curriculum development at Sowers Middle School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the No Child Left Behind Improving Teacher Quality Expectations. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analyses, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation.

The Sowers Middle School staff is continually involved in a process of curriculum development and staff training. District goals and objectives, constructed in keeping with state frameworks, are used to set achievable benchmarks. Each content area, PLC, meets monthly to assess and refine its educational goals.

Individual departments, the Leadership Team, the principal, and the School Site Council continually monitor the school plan. A major component of the school plan is staff development. As needs are identified, training sessions are developed, in keeping with district direction, state frameworks, and recommended curricula.

Training topics cover Thinking Maps, Path to Proficiency for English Learners, technology (document camera) training, differentiated instruction, student data interpretation. Throughout the 2011-2012 school year, math teachers visited other middle schools to observe instruction in algebra classrooms, and collaborated with other district teachers on Best Practices for algebra instruction.

Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by the West Orange County Consortium for Special Education or education consultants. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In-services for classified staff are geared to their specialty areas.

**Core Academic Classes Taught by Highly Qualified Teachers**

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/)

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100	0
Districtwide		
<b>All Schools</b>	99.8	0.2
<b>High-Poverty Schools</b>	0	0
<b>Low-Poverty Schools</b>	99.8	0.2

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.25
Psychologist	.8
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.2
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,138.09	721.13	3,416.96	72,067
District	♦	♦	1,472.52	\$71,546
State	♦	♦	\$5,455	\$69,404
Percent Difference: School Site/District			56.91%	%
Percent Difference: School Site/ State			%	%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: [www.ed-data.org](http://www.ed-data.org).

### Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

A significant portion of Sowers School's categorical program budget is allocated for professional development activities to support improved instruction. The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students.

Each year a portion of Sowers' School/Library Improvement Block Grant funds are used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers who are new to the profession are supported by peer coaching and are encouraged to attend in-services. Teachers who attend conferences, seminars, and other events are encouraged to share what they learn with other staff members.

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

Gifted and Talented Education (GATE) Program cluster classes are provided for grades 6 through 8 for GATE identified students.

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,207	\$41,246
Mid-Range Teacher Salary	\$73,823	\$67,400
Highest Teacher Salary	\$90,042	\$85,481
Average Principal Salary (ES)	\$109,661	\$107,739
Average Principal Salary (MS)	\$104,543	\$111,540
Average Principal Salary (HS)		\$110,146
Superintendent Salary	\$183,871	\$180,572
Percent of District Budget		
Teacher Salaries	45%	42%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** 10-2011

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2008-09 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Prentice Hall</p> <p>Adoption Year 2003</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>McDougal Littell - 6-7</p> <p>Adoption Year 2002</p> <p>Prentice Hall - 7-8</p> <p>Adoption Year 2002</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Pearson Prentice Hall</p> <p>Adoption Year 2008</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Teachers' Curriculum Institute</p> <p>Adoption Year 2007</p>
<p><b>Foreign Language</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Prentice Hall, Spanish, 2004</p>
<p><b>Visual and Performing Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Various music pieces; Plays magazine subscription for reference-current year;</p>

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	76	79	81	77	78	81	52	54	56
Math	61	58	59	74	74	75	48	50	51
Science	83	88	86	82	84	86	54	57	60
H-SS	66	80	77	65	72	74	44	48	49

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	81	75	86	74
All Student at the School	81	59	86	77
Male	77	59	88	80
Female	84	59	84	74
Black or African American	69	38		
American Indian or Alaska Native				
Asian	91	82	97	92
Filipino				
Hispanic or Latino	73	48	79	75
Native Hawaiian/Pacific Islander				
White	81	59	87	76
Two or More Races	81	63	82	82
Socioeconomically Disadvantaged	77	50	81	64
English Learners	31	18		
Students with Disabilities	55	37	59	42
Students Receiving Migrant Education Services				

### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	13.9	18.9	61.2

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	9	9	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	21	-21	12
Native Hawaiian/Pacific Islander			
White	9	16	5
Two or More Races			
Socioeconomically Disadvantaged		-8	43
English Learners			
Students with Disabilities	8	23	-24

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	9	9	9
Similar Schools	2	1	2

### Federal Intervention Program (School Year 2012-13)

Schools and 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 (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		22.2

### API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	1,236	5,377	4,664,264
	API-G	885	902	788
Black or African American	Students	13	29	313,201
	API-G	848	845	710
American Indian or Alaska Native	Students	5	24	31,606
	API-G		855	742
Asian	Students	97	508	404,670
	API-G	949	956	905
Filipino	Students	5	33	124,824
	API-G		903	869
Hispanic or Latino	Students	195	965	2,425,230
	API-G	851	838	740
Native Hawaiian/Pacific Islander	Students	6	23	26,563
	API-G		855	775
White	Students	866	3,458	1,221,860
	API-G	887	911	853
Two or More Races	Students	49	335	88,428
	API-G	893	927	849
Socioeconomically Disadvantaged	Students	135	929	2,779,680
	API-G	851	821	737
English Learners	Students	44	434	1,530,297
	API-G	827	806	716
Students with Disabilities	Students	123	599	530,935
	API-G	691	757	607

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A