



# Bear Valley Elementary School

26125 Fir Ave. • Moreno Valley, CA 92553 • (951) 571-4520 • Grades K-5

Scott Walker, Principal

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## 2011-12 School Accountability Report Card Published During the 2012-13 School Year



### Moreno Valley Unified School District

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www.mvusd.net

#### District Governing Board

Cleveland Johnson

Tracey Vackar

Jesus Holguin

Mike Rios

Dense Fleming

#### District Administration

Judy D. White, Ed.D.  
Superintendent

Martinrex Kedziora, Ed.D.  
Assistant Superintendent,  
Educational 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 (951) 571-4520.

### School Description

Bear Valley is a traditional school in a growing neighborhood, with a richly diverse student population. Our students range from kindergarten to fifth grade. We currently have 29 classrooms in grades 1-5, five kindergarten classes, and two Special Day Classes. The Bear Valley "three R's" are Respect, Responsibility, and Ready to Learn. The staff is dedicated to the Professional Learning Communities, as they continue to fully implement the core curriculum, and provide the Essential Learning for all students. The following programs serve our students: Regular Education, Resource Specialist Program, English Language Development (ELD), Speech Therapy, Adapted Physical Education, READ 180, and Targeted Interventions, such as Voyager and Systems 44. We have a school counselor for three day a week.

**Mission Statement:** Bear Valley is a place where all students are valued individuals who can learn, develop, and apply an understanding of essential knowledge and skills.

**Vision Statement:** At Bear Valley each individual is respectful of the unique physical, social, emotional, and intellectual needs of others. We work as responsible members of a community striving to behave in a manner that promotes growth and achievement for all. Staff and students are ready to learn and committed to high standards, expectations, and quality performance. We believe a shared vision, combined with goal setting, will directly result in an exemplary educational program.

State and MVUSD content standards and frameworks—in addition to State, District, and school site tests—are used to provide a strong base for our instructional program. Our school receives Title I, and English Language Learners (ELL) funds. These resources supplement the base program in areas such as tutors, staff development, educational materials, interventions, parent workshops, and other services to increase student learning. These programs enhance the teachers in their goal to challenge and support student learning. Bear Valley's staff is focused on providing a high quality curriculum to all students based on specific targets. Teachers work collaboratively throughout the year analyzing test scores and establishing SMART goals to raise student academic achievement. Targeted interventions are in place to support at-risk students, as well as proficient / advanced students.

To inspire maximum growth in all areas, the Bear Valley staff will continue the rigorous educational program enhanced by a safe, orderly, and positive learning environment; share leadership; and recognize exemplary staff, students, and school volunteers. At Bear Valley we are proud of our MVUSD and we are "Bearing" the Excellence. The school community is committed to the motivation and development of individual students' talents and abilities, while recognizing their diverse needs.

To implement a comprehensive instructional program, Bear Valley pledges to execute, monitor, and achieve schoolwide goals. These goals are believed to be most important to our school community:

- Fidelity to the core
- High expectations for all
- Challenge and empower students
- Promote responsibility and problem-solving abilities
- Shared leadership
- Connect with the students and community
- Rigorous educational program, including targeted interventions
- Meet the diverse needs of students
- Multi-cultural awareness and appreciation
- Safe, orderly and positive learning environment

### Opportunities for Parental Involvement

We believe that student achievement and success are based upon strong school and community partnerships. Therefore, Bear Valley Elementary School encourages and provides a wide variety of opportunities for direct parent and community participation.

Our active Parent/Teacher Association (PTA) enriches the quality of the school climate by coordinating school spirit activities, as well as numerous fundraisers throughout the year. Volunteers are actively encouraged to assist in the classrooms, help during field trips, and support teachers with special projects.

The School Site Council (SSC) works immensely hard in recommending and developing the school plan. They review school programs annually. Our active English Learner Advisory Council (ELAC) provides input on matters that affect students who receive ELD services.

Throughout the school year, the parents attend Literacy Events and Family Nights— enjoying instruction in curricular areas to develop skills they can use at home. A committee coordinates activities such as the Literacy Fiesta and student performances throughout the school year. Grade Level Team provide Parent Workshops to assist parents in providing support to their children. Community involvement is further evidenced by support from organizations that help highlight our academic programs with recognition incentives.

For more information on how to become involved, contact Mrs. Torres, our School Community Liaison, at (951) 571-4520.

### Our Beliefs

- All people are created equal.
- All people have unique gifts to share with the world.
- There is strength in diversity.
- Knowledge is power.
- The family is the child's first and foremost teacher.
- Learning begins and continues within the family.
- Individuals are responsible for their own actions.
- Accomplishment is its own reward.
- Individuals, working with and contributing to others, create a true sense of community.
- It takes an entire community to raise a child.
- The respect for others creates harmony.
- The pursuit of excellence is worth the effort.
- Before learning can take place, a child's basic needs must be met.
- Education is a partnership among family, the school and the community.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	151
Gr. 1	152
Gr. 2	159
Gr. 3	164
Gr. 4	132
Gr. 5	134
<b>Total</b>	<b>892</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	14
American Indian or Alaska Native	0.3
Asian	2
Filipino	1.7
Hispanic or Latino	69.3
Native Hawaiian/Pacific Islander	0.8
White	8.2
Two or More Races	3
Socioeconomically Disadvantaged	72.5
English Learners	38.3
Students with Disabilities	8.9

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
Kinder.	28	28	25.8	1	1	1	4	4	5	0	0	0
Gr. 1	25.6	25.6	29.4	1	1	0	4	4	5	0	0	0
Gr. 2	29.6	29.6	26	0	0	1	5	5	5	0	0	0
Gr. 3	28.6	28.6	29	0	0	0	5	5	6	0	0	0
Gr. 4	32.5	32.5	31.8	0	0	0	2	2	3	2	2	1
Gr. 5	29	29	33	1	1	0	3	3	0	2	2	4

\* 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	4.4	3.9	2.8
Expulsions Rate	0.12	0.0	
District	09-10	10-11	11-12
Suspensions Rate	22.67	23.1	21.3
Expulsions Rate	0.7	0.5	0.6

\* 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.

The comprehensive School Safety Plan includes, but is not necessarily limited to, assessing the current status of school crime committed on school campuses and at school-related functions, identifying appropriate strategies and programs that will provide or maintain a high level of school safety, and addressing procedures for complying with existing laws related to school safety.

Fire drills are held at least twice a year at the secondary schools and once a month at the elementary schools. Disaster and earthquake drills are conducted as needed. The School Safety Plan also includes the MVUSD discipline policy, which describes the consequences for student misconduct (such as detention, Saturday School, suspension, and expulsion).

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in January 2011.

### 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:** 10/4/12

#### General:

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District office, or on the Internet at [www.mvUSD.k12.ca.us](http://www.mvUSD.k12.ca.us).

Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

#### Age of School Building:

This school has 40 classrooms, 22 permanent classes, 18 portables, a multipurpose room, a library, and an administration building. The main campus was built in 1989. The school opened in 1989.

**Maintenance and Repair:**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and all emergency repairs are given the highest priority.

**Cleaning Process and Schedule:**

The District governing board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District's M & O office. The District Custodial Supervisor works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Improvement Projects:**

Improvement projects recently completed at the school include new privacy panels were installed in B, G, and D wing restrooms.

**Deferred Maintenance Budget:**

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District has budgeted \$1,280,000 for the Deferred Maintenance Program. This represents 0.44% of the District's general fund budget.

**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>	36	32	32
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area</b>	0	0	0
Districtwide	09-10	10-11	11-12
<b>Fully Credentialed</b>	◆	◆	1,487
<b>Without Full Credential</b>	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
<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.

Professional development is designed to support the implementation of the school's plan by promoting curriculum improvement training programs focusing primarily on grade level academic content standards, curriculum adoptions, instructional strategies, assessment (data analysis and content training), review processes, individual school needs, and needs of special students. Such programs focus on analysis of teaching and student learning, accountability strategies, and integration of technology into the District's curricula. The Professional Development Specialists have also been trained in the Professional Learning Community model and are available for assistance with implementation on our campuses. Our school also benefits from the various professional programs available to staff through District support. Some of these opportunities are: • Teachers with preliminary credentials new to Moreno Valley are provided the opportunity to clear their credentials through the Beginning Teacher Support and Assessment (BTSA) Program coordinated by Professional Development and RIMS/BTSA. • Multilingual and Special Education trainings are all coordinated through Professional Development. CPR and Instructional Assistant trainings are also coordinated through Professional Development. • Professional Development will maintain a Sharepoint Calendar for all District trainings. Participants may register electronically for most of these events. • Local colleges and universities offer a wide variety of professional development coursework. Teachers are compensated for attending professional development during their non-contract time. Substitutes are provided through various funding sources for trainings taking place during the school day. Professional Development works collaboratively with teacher-teams to develop Scope and Sequence manuals for teaching the California Standards. The department also facilitates teams for the creation of the new Benchmark Assessments to be implemented in 2012-2013. The Professional Development department is moving away from the traditional 'workshop' method of providing teacher training and is moving towards a coaching model where our eight specialists spend a day at each school site collaborating with the staff and administration to analyze data and develop plans for increasing student achievement. Each specialist has had in-depth training on implementing the California Common Core Standards and will be working with school staff to implement the changes using a transitional model. Professional Development also plans and hosts the AP Academy for current Assistant Principals, Deans, and elementary designees, as well as a after school Leadership Academy for developing teacher leaders.

## 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>	51.61	48.39
Districtwide		
<b>All Schools</b>	62.99	37.01
<b>High-Poverty Schools</b>	62.99	37.01
<b>Low-Poverty Schools</b>	0	0

\* 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)

<b>Academic Counselor</b>	
<b>Social/Behavioral or Career Development Counselor</b>	0.6
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	1
<b>Psychologist</b>	0.6
<b>Social Worker</b>	
<b>Nurse</b>	0.2
<b>Speech/Language/Hearing Specialist</b>	0.8
<b>Resource Specialist</b>	
<b>Other</b>	
Average Number of Students per Staff Member	
<b>Academic Counselor</b>	

\* 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	\$4,686.53	1,115.72	3,731.91	70,705.69
District	♦	♦	\$4,321	\$70,736
State	♦	♦	\$5,455	\$68,835
Percent Difference: School Site/District			-2.5%	-3.6%
Percent Difference: School Site/ State			-25.8%	7.3%

\* **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.

The average daily attendance (ADA) dollars provide services budgeted from the general fund including regular classroom instruction and support, special education, counseling, psychology, child welfare, and attendance and program assessment. Additional services funded as categorical programs include: Title I, and Title VI assistance to targeted populations, services for English Learners, Gifted and Talented Education (GATE), School Safety and Violence Prevention, and before- and after- school tutorial programs.

### 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:** 10/9/12

The District provides all students with high-quality textbooks and instructional resources. Instructional materials are reviewed and approved by State committees for local adoption in grades K-8; high school materials are reviewed and approved locally. All core instructional materials are reviewed by District level committees of teachers and administrators and approved by the Board of Education prior to use within MVUSD schools. This process is aligned with the State Department of Education's seven-year review cycle. The State Board's adoption cycle is: • 2004-05: Health • 2005-06: History-Social Science • 2006-07: Science and Visual & Performing Arts • 2007-08: Mathematics • 2008-09: Reading-Language Arts The District normally adopts new material within twenty-four months of adoption by the State Board of Education. As a result of state budget shortfalls, Assembly Bill X42 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, until the 2013-14 school year and allowed districts to postpone. Each school has a library to supplement and enrich the school's instructional program. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9/28/2010 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below (0% lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Moreno Valley Unified School District.

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,737	\$41,455
Mid-Range Teacher Salary	\$68,713	\$66,043
Highest Teacher Salary	\$89,480	\$85,397
Average Principal Salary (ES)	\$114,192	\$106,714
Average Principal Salary (MS)	\$123,729	\$111,101
Average Principal Salary (HS)	\$130,105	\$121,754
Superintendent Salary	\$185,000	\$223,357
Percent of District Budget		
Teacher Salaries	42%	39%
Administrative Salaries	4%	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/).

**Textbooks and Instructional Materials**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0%</p>	<p>Read 180 Stage A, Scholastic (Adopted in 2005)                       Legacy of Literacy &amp; Lectura, Houghton Mifflin (Adopted in 2003)</p>
<p><b>Mathematics</b>                      The textbooks listed are from most recent adoption: No                      Percent of students lacking their own assigned textbook: 0%</p>	<p>Mathematics &amp; Mathematics, Houghton Mifflin (Adopted in 2002)                       Grades K-2 enVision Math (Spanish and English), Pearson Scott Foresman (Adopted in 2009)</p>
<p><b>Science</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0%</p>	<p>California Science, MacMillan/McGraw-Hill (Adopted in 2008)</p>
<p><b>History-Social Science</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0%</p>	<p>California History-Social Science, Scott Foresman (Adopted in 2007)</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	44	48	48	39	42	46	52	54	56
Math	49	58	57	33	38	39	48	50	51
Science	36	52	50	37	43	45	54	57	60
H-SS				28	35	35	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	46	39	45	35
All Student at the School	48	57	50	
Male	47	54	55	
Female	49	61	46	
Black or African American	38	38	25	
American Indian or Alaska Native				
Asian	73	100		
Filipino				
Hispanic or Latino	48	60	49	
Native Hawaiian/Pacific Islander				
White	53	55		
Two or More Races	46	62		
Socioeconomically Disadvantaged	44	55	48	
English Learners	38	54	24	
Students with Disabilities	49	42		
Students Receiving Migrant Education Services	44	56		

#### 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
5	24.4	20.6	19.1

#### 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	29	23	-2
Black or African American	9	-30	
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	28	40	-7
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	30	22	-3
English Learners	34	30	-10
Students with Disabilities			

### 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	3	4	5
Similar Schools	3	5	6

### 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	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	19	
Percent of Schools Currently in Program Improvement	48.7	

### 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	541	25,427	4,664,264
	API-G	789	742	788
Black or African American	Students	67	4,389	313,201
	API-G	724	697	710
American Indian or Alaska Native	Students	3	82	31,606
	API-G		763	742
Asian	Students	11	524	404,670
	API-G	907	847	905
Filipino	Students	10	505	124,824
	API-G		870	869
Hispanic or Latino	Students	383	16,759	2,425,230
	API-G	787	736	740
Native Hawaiian/Pacific Islander	Students	5	187	26,563
	API-G		757	775
White	Students	49	2,592	1,221,860
	API-G	821	799	853
Two or More Races	Students	9	276	88,428
	API-G		784	849
Socioeconomically Disadvantaged	Students	429	20,074	2,779,680
	API-G	771	726	737
English Learners	Students	229	9,828	1,530,297
	API-G	776	718	716
Students with Disabilities	Students	54	3,307	530,935
	API-G	721	596	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	No