



# Cloverdale Elementary School

12050 Kitching Street ♦ Moreno Valley, CA 92557 ♦ (951) 571-4550 ♦ Grades K-5  
Ken Sims, Principal

## 2008-09 School Accountability Report Card

Published during 2009-10



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Unified School District**  
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### District Mission

Moreno Valley Unified School District's mission is to prepare all students academically and socially to become productive members of society.

### **About Our School**

Cloverdale Elementary School, established in 1987, serves approximately 820 kindergarten through fifth grade students. The Cloverdale staff is dedicated to providing a rich educational experience where all students meet or exceed California content and proficiency standards. English is the primary language spoken by the majority of our students who represent many cultures and ethnicities as reflected in the demographic information provided in this document.

California and MVUSD academic standards are used to provide a strong base for our instructional program. Supplementary resources from our School Improvement Program, English Learner, Gifted and Talented Education (GATE) funding, and fund-raisers support additional instructional materials, assemblies, educational field trips, and staff development. These supplemental funds support student achievement and enrich the educational environment for our students.

The Cloverdale teachers, staff, and parents are also dedicated to providing a safe, caring learning environment with high standards and expectations for academic excellence and good citizenship. So that all students will achieve proficiency in language arts and mathematics, Cloverdale's mission is to work with staff, parents, and the community to prepare students to become socially and academically empowered so they may achieve their highest potential.

### **Academic Goals**

- We believe all students can succeed at high levels.
- We hold high expectations for all students to meet or exceed Standards.
- We will ensure a strong academic focus of challenging, Standards-based curriculum that enables students to be effective communicators and problem solvers in a technological world.
- We will focus instruction on learning and on reducing barriers to learning to close the achievement gap.
- We will use regular assessment to inform instruction and to foster continuous improvement.

### **Citizenship Goals**

- We will prepare students to become active, knowledgeable, and responsible citizens.
- We will use the Character Counts program as the foundation for standards of behavior, daily interactions, and character development.

### **School Environment Goals**

- We will ensure a safe, orderly learning environment in a climate of mutual respect.
- We will promote a caring atmosphere that supports the social, emotional, and intellectual growth of each child.
- We are dedicated to equity and respect for all in our diverse community.

### **Parent Involvement Goals**

- We are committed to collaborative decision-making and shared responsibility.
- We will maintain a partnership and regular communication with families, the community, and the school.
- We will celebrate achievements with students and parents.

### **Opportunities for Parent Involvement**

Parents enrich the quality of our school climate and are instrumental in promoting student achievement and success in partnership with the Cloverdale Elementary staff.

Our Parent-Teacher Association (PTA) and parent volunteers sponsor and assist in the following: Red Ribbon Week, assemblies, field trips, rewards and incentives, yearbook, school spirit, teacher and class support, and fifth grade promotion activities. Input on program evaluation, budget, support programs, special services and needs is given through the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), along with the school's staff.

Community involvement includes local area businesses and civic organizations in student academic and recognition activities. Prominent among our supporters are LifeTouch, Rotary Club, Shakey's Pizza, McDonalds, In-N-Out Burger, Mimi's Cafe, and Sizzler. We are very thankful for their continuing support of Cloverdale students.

For more information on how to become involved, contact Ken Sims, Principal, at (951) 571- 4550.

## 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.

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.
- 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.

### Enrollment by Student Group

2008-09 Enrollment: 810

|                                  |        |
|----------------------------------|--------|
| American Indian or Alaska Native | 0.37%  |
| White (not Hispanic)             | 16.30% |
| Asian                            | 2.22%  |
| Hispanic or Latino               | 61.85% |
| Pacific Islander                 | 0.12%  |
| Multiple or No Response          | 2.35%  |
| Socioeconomically Disadvantaged  | 58.00% |
| English Learners                 | 32.00% |
| Students with Disabilities       | 15.00% |

SB472 trainings in English Language Arts and Mathematics, Step-Up-to-Writing, Writing Across the Curriculum, and Universal Access trainings have been offered to teachers K-12, but due to budget cuts will not be offered during the 2009-2010 school year.

In 2007-2008 teachers were allowed three Staff Development days per year. Due to budget constraints, they were not available in 2008-2009 or for the current year 2009-2010. Professional Development is only provided to K-2 teachers in the area of Math, Algebra Readiness teachers, READ180-Systems 44 teachers, Systematic ELD, and SIOP.

### Class Size and Distribution

This table displays by the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

#### Average Class Size & Class Size Distribution (Primary)

| Grade          | Avg. Class Size | Number of Classrooms |       |     |
|----------------|-----------------|----------------------|-------|-----|
|                |                 | 1-20                 | 21-32 | 33+ |
| <b>2006-07</b> |                 |                      |       |     |
| K              | 29.0            |                      | 4     |     |
| 1              | 19.6            | 7                    |       |     |
| 2              | 19.9            | 7                    |       |     |
| 3              | 19.2            | 6                    |       |     |
| 4              | 29.8            |                      | 5     |     |
| 5              | 32.0            |                      | 2     | 2   |
| <b>2007-08</b> |                 |                      |       |     |
| K              | 28.0            |                      | 4     |     |
| 1              | 19.6            | 7                    |       |     |
| 2              | 19.6            | 7                    |       |     |
| 3              | 19.6            | 7                    |       |     |
| 4              | 32.8            |                      | 1     | 3   |
| 5              | 32.0            |                      | 3     | 2   |
| <b>2008-09</b> |                 |                      |       |     |
| K              | 30.0            |                      | 4     |     |
| 1              | 19.8            | 6                    |       |     |
| 2              | 18.6            | 8                    |       |     |
| 3              | 18.9            | 7                    |       |     |
| 4              | 30.0            | 1                    | 1     | 4   |
| 5              | 27.5            | 1                    | 2     | 1   |

## Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

### Suspension Rates

|             | School |       |       | District |       |       |
|-------------|--------|-------|-------|----------|-------|-------|
|             | 06-07  | 07-08 | 08-09 | 06-07    | 07-08 | 08-09 |
| Suspensions | 5.2    | 3.7   | 4.6   | 22.2     | 17.4  | 19.6  |
| Expulsions  | 0.0    | 0.8   | 0.0   | 0.5      | 0.5   | 0.5   |

## Types of Services Funded

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), Safety and Violence Prevention, Drug and Tobacco Education (DATE), Tobacco Use Prevention Education (TUPE), Safe and Drug Free Schools, and before- and after- school tutorial programs.

## Professional Development

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.

### Expenditures Per Pupil and Teacher Salaries (FY 07-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Expenditures Per Pupil and Teacher Salaries |                        |       |         |                        |
|---|------------------------|-------|---------|------------------------|
|   | Expenditures Per Pupil |       |         | Average Teacher Salary |
|   | Total                  | Supp. | Basic   |                        |
| School                                      | \$5,502                | \$951 | \$4,551 | \$74,864               |
| District                                    | --                     | --    | \$4,623 | \$68,654               |
| State                                       | --                     | --    | \$5,512 | \$67,049               |
| Percent Difference (School/District)        |                        |       | -2%     | 9%                     |
| Percent Difference (School/State)           |                        |       | -17%    | 12%                    |

### Teacher and Administrative Salaries (FY 07-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

| Teacher and Administrative Salaries   |                 |               |
|---------------------------------------|-----------------|---------------|
| Category                              | District Amount | State Average |
| Beginning Teacher Salary              | \$45,229        | \$42,065      |
| Mid-Range Teacher Salary              | \$69,468        | \$67,109      |
| Highest Teacher Salary                | \$90,463        | \$86,293      |
| Superintendent Salary                 | \$185,400       | \$216,356     |
| Average Principal Salary (Elementary) | \$115,056       | \$107,115     |
| Average Principal Salary (Middle)     | \$124,864       | \$112,279     |
| Average Principal Salary (High)       | \$131,272       | \$122,532     |
| % of Budget (Teacher Salaries)        | 42.9%           | 39.4%         |
| % of Budget (Administrative Salaries) | 4.6%            | 5.5%          |

### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/ta/>.

|                         | % of Classes In Core Academic Subjects Taught by Teachers Who Are |                    |
|-------------------------|---|--------------------|
|                         | NCLB Compliant  | Non-NCLB Compliant |
| This School             | 100   | 0                  |
| All Schools in District | 98.1  | 1.9                |
| High-Poverty Schools    | 98.9  | 1.1                |
| Low-Poverty Schools     | 100   | 0                  |

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Academic Counselors and Other Support Staff |                             |
|---|-----------------------------|
| Title                                       | # of FTE Assigned to School |
| Academic Counselor                          |                             |
| Average # of Students per Counselor         |                             |
| Library Media Teacher                       |                             |
| Library Media Services Staff                |                             |
| Psychologist                                |                             |
| Social Worker                               |                             |
| Nurse                                       |                             |
| Speech/Language/Hearing Specialist          |                             |
| Resource Specialist (non-teaching)          |                             |
| Other                                       |                             |

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teachers With                      | Teacher Credentials |       |          |       |
|------------------------------------|---------------------|-------|----------|-------|
|                                    | School              |       | District |       |
|                                    | 06-07               | 07-08 | 08-09    | 08-09 |
| With Full Credential               | 38                  | 37    | 36       | 1592  |
| Without Full Credential            | 1                   | 1     | 1        | 102   |
| Outside Subject Area of Competence | 0                   | 0     | 0        | N/A   |

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

|                              | Misassignments/Vacancies |       |       |
|------------------------------|--------------------------|-------|-------|
|                              | 07-08                    | 08-09 | 09-10 |
| Teachers of English Learners | 1                        | 0     | 0     |
| Total Teacher Misassignments | 1                        | 0     | 0     |
| Vacant Teacher Positions     | 0                        | 0     | 0     |

### Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks - Three-Year Comparison

|                 | API Ranks |      |      |
|-----------------|-----------|------|------|
|                 | 2006      | 2007 | 2008 |
| Statewide       | 2         | 3    | 2    |
| Similar Schools | 1         | 3    | 2    |

## School Site Safety 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 on September 25, 2008.

## Facilities Maintenance

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 39 classrooms, 22 permanent classes, 17 portables, a multipurpose room, a library, and an administration building. The main campus was built in 1985. The school opened in 1985.

## 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.

## 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.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. The most recent school site inspection was completed on 7/28/09.

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

## Curriculum and Instructional Materials

The District provides all students with current, 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 seven-year review cycle. The District adopts new material within twenty-four months of adoption by the State Board of Education. 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

Each school has a library to supplement and enrich the school's instructional program.

Funding for our K-12 textbooks is derived from the Instructional Materials Funding Realignment Program. The total allocation per student is approximately \$56.00. The District Media Center houses a media collection, and the Curriculum Lab facilitates our faculty's production of teaching materials to supplement basic instruction.

### Quality, Currency, and Availability of Textbooks and Instructional Materials

#### Reading/Language Arts

Read 180 Stage A, Scholastic  
(Adopted in 2005)

Legacy of Literacy & Lectura, Houghton Mifflin  
(Adopted in 2003)

#### Mathematics

Mathematics & Matematicas, Houghton Mifflin  
(Adopted in 2002)

Grades K-2  
enVision Math (Spanish and English), Pearson Scott Foresman  
(Adopted in 2009)

#### Science

California Science, MacMillan/McGraw-Hill  
(Adopted in 2008)

#### History-Social Science

California History-Social Science, Scott Foresman  
(Adopted in 2007)

## California Physical Fitness Test Results

Every year, the California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

| California Physical Fitness Test Results |        |        |        |
|--|--------|--------|--------|
|  | 4 of 6 | 5 of 6 | 6 of 6 |
| Grade 5                                  | 21.0   | 24.4   | 37.0   |

## DataQuest and Access to Data

DataQuest is an online data tool located on the CDE DataQuest Web page at <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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners). Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

## California Standards Tests (CST)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject                | Percent of Students Scoring At Proficient or Advanced |         |         |          |         |         |         |         |         |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | School  |         |         | District |         |         | State   |         |         |
|                        | 2006-07   | 2007-08 | 2008-09 | 2006-07  | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts  | 30  | 31      | 35      | 30       | 33      | 38      | 43      | 46      | 50      |
| Mathematics            | 41  | 46      | 44      | 27       | 31      | 32      | 40      | 43      | 46      |
| Science                | 24  | 33      | 33      | 22       | 29      | 33      | 38      | 46      | 50      |
| History-Social Science |   |         |         | 16       | 19      | 26      | 33      | 36      | 41      |

## CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Student Group                        | Percent of Students Scoring At Proficient or Advanced |             |         |                        |
|--------------------------------------|---|-------------|---------|------------------------|
|                                      | English-Language Arts                                 | Mathematics | Science | History-Social Science |
| American Indian or Alaska Native     | *   | *           | *       |                        |
| Asian                                | 45  | 36          | *       |                        |
| Hispanic or Latino                   | 30  | 41          | 34      |                        |
| Pacific Islander                     |   |             |         |                        |
| White (not Hispanic)                 | 45  | 53          | 33      |                        |
| Male                                 | 29  | 44          | 35      |                        |
| Female                               | 40  | 44          | 31      |                        |
| Economically Disadvantaged           | 31  | 38          | 31      |                        |
| English Learners                     | 16  | 33          | 21      |                        |
| Students with Disabilities           | 13  | 16          | 22      |                        |
| Students Receiving Migrant Education |   |             |         |                        |

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source). Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

## NAEP Reading and Mathematics Results for All Students by Grade Level

This table displays the scale scores and achievement levels on the NAEP Results for reading (2007) and mathematics (2009) for grades four and eight.

| NAEP Reading and Mathematics Results for All Students |                     |          |                                    |            |          |
|---|---------------------|----------|------------------------------------|------------|----------|
| Subject and Grade Level                               | Average Scale Score |          | State Percent at Achievement Level |            |          |
|   | State               | National | Basic                              | Proficient | Advanced |
| Reading 2007, Grade 4                                 | 209                 | 220      | 30                                 | 18         | 5        |
| Reading 2007, Grade 8                                 | 251                 | 261      | 41                                 | 20         | 2        |
| Mathematics 2009, Grade 4                             | 232                 | 239      | 41                                 | 25         | 5        |
| Mathematics 2009, Grade 8                             | 270                 | 282      | 36                                 | 18         | 5        |

## NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level

This table displays the state and national participation rates on the NAEP progress for reading (2007) and mathematics (2009) for students with disabilities (SWD Students) and English Language Learners (EL Students) for grades four and eight.

| NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners |                                |          |                               |          |
|--|--------------------------------|----------|-------------------------------|----------|
| Subject and Grade Level  | SWD Student Participation Rate |          | EL Student Participation Rate |          |
|  | State                          | National | State                         | National |
| Reading 2007, Grade 4  | 74                             | 93       | 65                            | 80       |
| Reading 2007, Grade 8  | 78                             | 92       | 66                            | 77       |
| Mathematics 2009, Grade 4  | 79                             | 96       | 84                            | 94       |
| Mathematics 2009, Grade 8  | 85                             | 96       | 78                            | 92       |

### Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria                       |        |          |
|------------------------------------|--------|----------|
|                                    | School | District |
| <b>AYP Overall</b>                 | No     | No       |
| <b>Participation Rate:</b>         |        |          |
| English-Language Arts              | Yes    | Yes      |
| Mathematics                        | Yes    | Yes      |
| <b>Participation Rate:</b>         |        |          |
| English-Language Arts              | No     | No       |
| Mathematics                        | No     | No       |
| API                                | Yes    | Yes      |
| Graduation Rate (High Schools)     | N/A    | Yes      |
| Number of Schools Currently in PI  | N/A    | 11       |
| Percent of Schools Currently in PI | N/A    | 28.9     |

### Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Program Improvement Status |        |           |
|----------------------------|--------|-----------|
|                            | School | District  |
| <b>PI Status</b>           |        | In PI     |
| <b>First Year of PI</b>    |        | 2004-2005 |
| <b>Year in PI</b>          |        | Year 3    |

### API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| API Changes                             |               |       |       |       |
|---|---------------|-------|-------|-------|
| Student Group                           | Actual Change |       |       | Score |
|   | 06-07         | 07-08 | 08-09 | 2009  |
| <b>All Students at the School</b>       | 23            | 6     | 15    | 728   |
| <b>African American</b>                 | -14           | 31    | 78    | 729   |
| <b>American Indian or Alaska Native</b> |               |       |       |       |
| <b>Asian</b>                            |               |       |       |       |
| <b>Filipino</b>                         |               |       |       |       |
| <b>Hispanic or Latino</b>               | 35            | 5     | 7     | 713   |
| <b>Pacific Islander</b>                 |               |       |       |       |
| <b>White (not Hispanic)</b>             | 47            | 5     | -39   | 761   |
| <b>Socioeconomically Disadvantaged</b>  | 40            | -2    | 1     | 694   |
| <b>English Learners</b>                 | 46            | -12   | 5     | 701   |
| <b>Students with Disabilities</b>       | 17            |       |       | 536   |