

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

## Executive Summary School Accountability Report Card, 2007-08

### Fenton Avenue Charter School

Address: 11828 Gain St. , Lake View Terrace CA 91342-7132

Phone: 818-896-7482

Principal: Irene Sumida

Grade Span: P - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

Fenton Avenue Charter School is located in the northeast San Fernando Valley in the city of Lake View Terrace. The school opened in 1958 as Fenton Avenue Elementary, a kindergarten through sixth grade elementary school built to accommodate 450 students. As the surrounding neighborhood transitioned from a rural area overlooking Hansen Dam Lake, to a densely populated community with multiple families in single dwellings, Fenton Avenue Elementary became a highly diverse, multi-track, year round school. Similar to many urban schools in the Los Angeles Unified School District, Fenton Avenue Elementary struggled with low student performance reflected by single-digit test scores, and aggravated by poor attendance, high student transiency, vandalism, overcrowding and low staff morale. Prior to becoming a charter school, Fenton was considered one of the worst elementary schools in the Los Angeles Unified School District.

With the passage of SB 1448, the Fenton school community recognized the opportunity that independent charter status offered, and in June 1993, Fenton Avenue Elementary became the Los Angeles Unified School District's seventh charter school and the thirtieth charter school in the state of California.

Since original charter approval and conversion, Fenton Avenue Charter School has continued to educate a student population that is clearly reflective of the surrounding community, and, according to charter school law, has given enrollment priority to students living within Fenton Avenue Charter School's former attendance area. As space is available, students from outside the attendance area have been enrolled, and a public lottery system held if necessary.

Similar to all elementary schools in the area, sixth grade students have moved to the middle school, and the school now serves students from kindergarten to fifth grade. Since June 1993, the student population has increased to over 1,400 students (Kindergarten: 220; 1st grade: 230; 2nd grade: 250; 3rd grade: 250; 4th grade: 225; 5th grade: 225).

Fenton Avenue Charter School has changed little demographically since 1993 and the ethnic composition of the school remains relatively constant: 87.7% Hispanic, 8.3% African-American, 1.6% Filipino, 1.4% White, 0.6% Asian, 0.1% American Indian/Alaskan Native, and 0.1% Pacific Islander. Factors which are often used to identify "at risk" populations continue to describe Fenton students: 54% are English language learners, over 87% qualify for free or reduced meals, and over 10% are identified as having special needs. The school continues to participate in a school-wide Title I program. In July 2007, Fenton Avenue Charter School welcomed the first residents of Hope Gardens, the Union Rescue Mission's interim housing complex for previously homeless families. At capacity, the site will house more than one hundred families with Fenton Avenue Charter School serving as the school of residence. The faculty of Fenton Avenue Charter School has increased to 76 staff members: 66 regular classroom teachers, two special day class teachers, two resource specialist teachers, three instructional specialists (a primary science specialist, an upper grade science specialist, and a visual arts specialist), a school psychologist, an elementary school counselor, and a language and speech therapist. The Executive Director, Joe Lucente, retired on June 30, 2005, and the Director of Instruction, Irene Sumida, is now the Director of the school and has been one of the school's administrators since original charter approval. Two assistant directors, Jan Brydle, Assistant Director, Curriculum and Instruction, and Carolynl McConnell, Assistant Director, School-Community Relations, continue in their respective positions since the last renewal. An Administrative Coordinator, Richard Parra, was added to the administrative team in July 2007. All faculty members are credentialed as per current law and are "highly qualified" as per the requirements of *No Child Left Behind*.

Other employees include the paraprofessional staff: five special education assistants (two resource specialist assistants and three special day class assistants), and thirty-five teacher assistants who work directly with students in classrooms and supervise students during recess and lunch. Selected paraprofessionals, working under the supervision of the Assistant Director, Curriculum and Instruction, coordinate and implement a psychomotor program planned by classroom teachers and aligned with state physical education and national health fitness standards.

Additional employees include the Family Center Director, a technology specialists and two technology assistant, office personnel (Business Manager, Office Manager, three office assistants, Nurse's Aide, and Attendance Officer), maintenance staff (Plant Manager, Maintenance and Operations Manager, and three custodians), Cafeteria Supervisor and seven cafeteria workers, two campus security aides, Computer Lab/Database Coordinator and assistant, Resource Room assistants, Opportunity Room office assistant, and Afterschool Playground assistants.

Fenton Avenue Charter School, one of the largest elementary public charter schools in the nation, was recognized as a California Distinguished School in 1997, received WASC and Cambridge Education accreditation in 2007, is a certified member of the California Charter Schools Association, and continues to be recognized as an example of a successful conversion public charter school. Renewed by the Los Angeles Unified School District in 1998, 2003, and 2008, Fenton

Avenue Charter School has consistently fulfilled, if not exceeded, the goals and stated outcomes of the original charter petition and renewal contracts.

Charter status has allowed every member of the school community to participate fully in the transformation of the school. The result of this collaborative effort has been total accountability in every aspect of the management, operation, and governance of the school, higher student achievement across all grade levels, and continuous focus on a school-wide vision.

**Student Enrollment**

Group	Percent
African American	8.29 %
American Indian or Alaska Native	0.07 %
Asian	0.64 %
Filipino	1.56 %
Hispanic or Latino	87.74 %
Pacific Islander	0.07 %
White (not Hispanic)	1.42 %
Multiple or No Response	0.21 %
Socioeconomically Disadvantaged	84 %
English Learners	50 %
Students with Disabilities	9 %
<b>Total Number of students</b>	<b>1411</b>

**Teachers**

Indicator	Teachers
Teachers with full credential	73
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

**School Facilities**

Summary of Most Recent Site Inspection

In addition to the on-going and daily review of school facilities by both the Plant Manager and Maintenance and Operations Manager, the Charter School remains a member of ASCIP (Alliance of Schools for Cooperative Insurance programs) and participates in periodic health and safety reviews of the entire campus as part of ASCIP’s risk management program. Risk managers inspect all interior and exterior areas of the school including playground equipment, asphalt, cement, the food services area (kitchen and lunch pavilion), custodial storage areas and office (including storage areas for hazardous materials).

Repairs Needed

There are no areas of the school that are in need of repair as all concerns are addressed immediately. With a full-time maintenance staff in place, every effort is made to inspect all areas of the school and to plan proactively to insure the safety of the students and staff.

Corrective Actions Taken or Planned

The school continues to be proactive in identifying potential future problems. The drinking water is tested regularly by the Maintenance and Operations Manager, but was also tested by a private laboratory for lead. With filters at all drinking fountains which are changed regularly, no lead was detected in the drinking water. Private laboratory testing will continue to be conducted yearly, however, to continuously review this potential hazard.

### Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	N/A

### School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,117
District	\$ LEA Provided
State	\$5,300

### Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	32%
Mathematics	48%
Science	41%
History-Social Science	N/A

### Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	745
Statewide Rank (from 2007 Base API Report)	5
2008-09 Program Improvement Status (PI Year)	Not in PI

### School Completion

Indicator	Result
Graduation Rate	%

### Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	%
Graduates Who Completed All Courses Required for University of California or California State University Admission	%

## 2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### DataQuest

[DataQuest](#) is an online data tool 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

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.

### II. About This School

#### Contact Information (School Year 2008-09)

This section provides the schools contact information.

School	District

School Name	Fenton Avenue Charter	District Name	Los Angeles Unified
Street	11828 Gain St.	Phone Number	213-241-1000
City, State, Zip	Lake View Terrace, CA 91342-7132	Web Site	www.lausd.net
Phone Number	818-896-7482	Superintendent	David Brewer
Principal	Irene Sumida	E-mail Address	
E-mail Address	isumida@fentoncharter.net	CDS Code	19-64733-6017016

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

The mission of Fenton Avenue Charter School is to successfully educate all students through the implementation of a rigorous standards-based curriculum that is infused with technology-enriched instructional strategies and learning opportunities.

Goals of the Charter School:

1. Students will strive to master the rigorous academic content of the California State Standards, think critically, and become self-motivated, competent lifelong learners.
2. Students will build a foundation for a responsible work ethic by regular and punctual attendance.
3. Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.
4. Students will demonstrate pro-social behavior with a sense of responsibility to their peers, home and community.

### Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Parents are encouraged to actively participate as members of one of the Charter School's four governing councils: Budget, Facilities and Safety; Curriculum and Assessment; Human Resource and Personnel; or School-Community Relations Council. The Family Center and its full-time director coordinate activities related to adult and parent education. Parents are also encouraged to volunteer in the school and in classrooms. Here is a sample of some of the activities hosted by the school:

Parents Orientation Meetings are held at the beginning of each school year to communicate clear expectations and the partnership envisioned between parents, teachers and students.

Parent education opportunities through the Family Center (E.S.L. classes four days a week; parenting classes; health and nutrition, etc.).

A yearly middle school informational meeting for parents of fifth grade students with presentations from all neighboring charter middle schools is scheduled in November or December.

The School-Community Relations Council hosts evening meetings twice yearly to discuss future school plans, events and progress.

Saturday classes for parents and students focused on academic needs and standards are scheduled approximately four times a year.

### Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	220
Grade 1	233
Grade 2	248
Grade 3	256
Grade 4	228
Grade 5	226
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	1411

### Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	8.29 %
American Indian or Alaska Native	0.07 %
Asian	0.64 %
Filipino	1.56 %
Hispanic or Latino	87.74 %
Pacific Islander	0.07 %
White (not Hispanic)	1.42 %
Multiple or No Response	0.21 %
Socioeconomically Disadvantaged	84 %
English Learners	50 %
Students with Disabilities	9 %

**Average Class Size and Class Size Distribution (Elementary)**

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

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.9	12			18.9	11			20.0	11.0		
1	19.8	12			19.7	12			19.9	12.0		
2	19.8	12			19.8	12			19.8	11.0	1.0	
3	19.6	12			18.2	13			20.2	11.0	2.0	
4	23.4		9		23.8		9		23.9		9.0	
5	23.7		9		19.6	2	9		23.8		9.0	
6												
K-3												
3-4												
4-8												
Other												

**III. School Climate**

**School Safety Plan (School Year 2007-08)**

This section provides information about the school's comprehensive safety plan.

Fenton Avenue Charter School continues to follow the established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1, and 45122.1. All city, county, and state building codes are also followed. To secure our campus, two full-time security employees patrol the campus and surrounding perimeter daily. Additionally, a security guard patrols the campus after the regular workday and on weekends. The school also has an intrusion alarm with sensors in all classrooms, offices and supply areas. The result is a campus that is secure 24-hours a day, 7-days a week.

Students are supervised at all times by certificated teachers and/or by paraprofessionals. A nurse or nurse's aide serves students on a regular full-time basis. The Family Center provides some on-site health and social services to our students and their families, and offers services and classes requested by the school community.

Fenton Avenue Charter School's Safety Plan is reviewed yearly and revised as needed. It is maintained in the Main Office.

All employees are fingerprinted and cleared through the Department of Justice as required by Education Code 44237, and have a current TB test on file.

In addition to the on-going and daily review of school facilities by both the Plant manager and Maintenance and Operations Manager, Fenton Avenue Charter school remains a member of ASCIP and participates in periodic health and safety reviews of the entire campus as part of ASCIP's risk management program. Risk managers inspect all interior and exterior areas of the school including playground equipment, asphalt, cement, the food services area (kitchen and lunch pavilion), custodial storage areas and office (including areas for hazardous materials).

The Illness and injury Prevention Program is regularly updated and a summary of the program is posted in the workplace.

The procedures that Fenton Avenue Charter School follows to ensure the health and safety of pupils and staff includes the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237 [Education Code §47605(b)(5)(F)].

**Suspensions and 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.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	2.79	2.0	2.0	7.0	8.2	7.2
Expulsions	0	0	0	0.0	0.0	0.0

**IV. School Facilities**

**Facility Conditions and Planned Improvements (School Year 2008-09)**

This section provides information about the condition of the school’s grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The custodial and maintenance staff of Fenton Avenue Charter School make every effort to insure a safe, clean, secure environment for students and staff. Classrooms are cleaned daily, and student restrooms are cleaned three times a day. Classroom floors are stripped and waxed four times year, and all carpets are professionally cleaned four times a year and additionally as needed. The grounds are maintained by the Fenton custodial and maintenance staff, with the added assistance of a gardener one full day a week. The gardener trims plants and trees, weeds, rakes and mows the two grass areas, and removes and replaces plants and flowers as needed. Professional tree trimmers are hired to trim the twenty mature trees (most as old as the 50-year old campus) every three years. Any areas of the school that are in need of repair are cared for immediately and routine maintenance such as interior and exterior painting is conducted regularly and as needed.

The school library was remodeled in 2006 with new porcelain tile flooring, shelving, furniture and a computerized check-out system (bar coding).

A grant from the California Department of Education, Child Nutrition Branch, provided part of the funding needed to purchase a new 20-foot walk-in freezer. With the entire student body participating in the Provision 2 meals program (all students are provided breakfast and lunch for free daily), the additional freezer space has enabled the school to create a more efficient and productive environment for food service.

All classrooms have access to the school’s DS3 line for Internet access. Teacher stations in every classroom include a work station that holds a DVD, VCR, and connection for the teacher laptop to the “smart panel” which transmits images from the selected equipment to a ceiling-mounted video projection unit. Images are displayed on 6 X 8 foot retractable screens. A voice amplification system provides a wireless headset for the teacher and handheld microphone for student use.

**School Facility Good Repair Status (School Year 2008-09)**

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			
Hazardous Materials (interior and exterior)	√			
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			Maintained by authorizing district - LAUSD
Drinking Fountains (inside and outside)	√			Filters on all drinking fountains; tests for lead conducted regularly
Restrooms	√			Cleaned 3 times a day
Sewer	√			
Playground/School Grounds	√			
Roofs	√			
Overall Cleanliness	√			

**Overall Summary of School Facility Good Repair Status (School Year 2008-09)**

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		√		

**V. Teachers**

**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 [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	75	74	73	32624
Without Full Credential	0	0	0	3161
Teaching 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.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

**Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)**

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 [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	79.5	20.5
High-Poverty Schools in District	80.7	19.3
Low-Poverty Schools in District	78.0	22.0

**VI. Support Staff**

**Academic Counselors and Other Support Staff (School Year 2007-08)**

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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	1411
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	1.0	1411
Social Worker	0	N/A
Nurse	1.6	881.88
Speech/Language/Hearing Specialist	1.0	1411
Resource Specialist (non-teaching)	0	N/A
Other (Resource Specialist – teaching)	2	705.5

**VII. Curriculum and Instructional Materials**

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)**

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Most current adoption; one per student	0%
Mathematics	Most current adoption; one per student	0%
Science	Most current adoption; one per student	0%
History-Social Science	Most current adoption; one per student	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

**VIII. School Finances**

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)**

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 can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,893.35	\$3,776.35	\$6,117	\$71,000
District	N/A	N/A	LEA Provided	\$62,407
Percent Difference – School Site and District	N/A	N/A	LEA Provided	14%
State	N/A	N/A	\$5300	\$65,008
Percent Difference – School Site and State	N/A	N/A	LEA Provided	9%

**Types of Services Funded (Fiscal Year 2007-08)**

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

There are a variety of supplemental programs and services available at the school site such as science specialists for grades 2-5, and art and music specialists who work with all grade levels weekly.

Additional support staff includes a full-time school psychologist, school counselor, speech and language therapist, nurse's aide and Family Center Director.

Paraprofessionals support the instructional program in all classrooms daily. Paraprofessionals work in kindergarten and first grade classrooms three hours daily; while second through fifth grade classrooms share teacher assistants between two to eight classes depending on assignments.

Four full-time technology specialists service the over 900 computers in classrooms: 8 computers in all kindergarten and first grade classrooms; 10 computers in all second grade classrooms; and one computer per student in all third, fourth and fifth grade classrooms.

The school day has been extended, and although the school continues to follow a modified concept 6 calendar, all students attend school for the equivalent of 191 instructional days.

**Teacher and Administrative Salaries (Fiscal Year 2006-07)**

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 on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39788	\$40721
Mid-Range Teacher Salary	\$63553	\$65190
Highest Teacher Salary	\$78906	\$84151
Average Principal Salary (Elementary)	\$104425	\$104476
Average Principal Salary (Middle)	\$116492	\$108527
Average Principal Salary (High)	\$130984	\$119210
Superintendent Salary	\$300000	\$210769
Percent of Budget for Teacher Salaries	37.7 %	39.9 %
Percent of Budget for Administrative Salaries	5.7 %	5.5 %

**IX. Student Performance**

**California Standards Tests**

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

**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	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	32	35	32	29	31	35	42	43	46
Mathematics	47	51	48	31	31	35	40	40	43
Science	11	30	41	23	27	36	35	38	46

History-Social Science				20	20	24	33	33	36
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Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### 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.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	30	43	43	
American Indian or Alaska Native	*	*		
Asian	*	*	*	
Filipino	23	62	*	
Hispanic or Latino	32	48	41	
Pacific Islander				
White (not Hispanic)	43	43	*	
Male	29	49	43	
Female	33	47	39	
Economically Disadvantaged	31	46	38	
English Learners	18	41	19	
Students with Disabilities	7	28	25	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### California Physical Fitness Test Results (School Year 2007-08)

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 meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	25.2
7	*
9	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## X. Accountability

### Academic Performance Index

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 [API](#) Web page.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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.

API Rank	2005	2006	2007
Statewide	3	4	5
Similar Schools	6	9	9

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6017016

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

**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.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	32	18	-2	745
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	35	15	-1	746
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	42	18	-11	736
English Learners	45	9	1	728
Students with Disabilities				624

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

**Adequate Yearly Progress**

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

- Participation rate on the state's standards-based assessments in English-language arts (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, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

**AYP Overall and by Criteria (School Year 2007-08)**

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
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

**Federal Intervention Program (School Year 2008-09)**

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 [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005

Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	331
Percent of Schools Currently in Program Improvement	N/A	40.2

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](#) Web site.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)				5.5	5.0	7.8	3.1	3.5	4.4
Graduation Rate				65.7	62.8	65.3	85.0	83.0	79.5

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	N/A	LEA Provided	N/A
African American	N/A	LEA Provided	N/A
American Indian or Alaska Native	N/A	LEA Provided	N/A
Asian	N/A	LEA Provided	N/A
Filipino	N/A	LEA Provided	N/A
Hispanic or Latino	N/A	LEA Provided	N/A
Pacific Islander	N/A	LEA Provided	N/A
White (not Hispanic)	N/A	LEA Provided	N/A
Socioeconomically Disadvantaged	N/A	LEA Provided	N/A
English Learners	N/A	LEA Provided	N/A
Students with Disabilities	N/A	LEA Provided	N/A

### Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A
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### Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

**Courses for University of California and/or California State University Admission (School Year 2007-08)**

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

**XII. Instructional Planning and Scheduling**

**Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Three full days of staff development are scheduled yearly, with additional hours scheduled after school using a "banking time" schedule to allow for extended meeting time on a weekly basis.