

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access – Websites with additional information

DataQuest Website

DataQuest is an online data tool located on the California Department of Education web page that contains additional reports for accountability (e.g. API, AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, data regarding English learners and additional information. Reports are available by school and comparisons to other schools, the district, the county and State. The website is <http://dq.cde.ca.gov/dataquest/>.

Ed-Data Web Site

Ed-Data *is a partnership of the* CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade 12 schools. The website is: <http://www.ed-data.k12.ca.us/Pages/Home.aspx>

Public 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 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.

II. About This School

School Description and Mission Statement

Welcome to Bryant Ranch School where the motto is “***Reflect the Past, Explore the Present, and Invent the Future.***” With 580 students, our school encourages children to develop a love for learning in a safe, stimulating, and academically challenging environment. Students, parents, and staff work as a team to provide a positive environment where we shape academic, physical, emotional, and social development of our children. That means a recognition of individual differences that helps students make the transition between learning and living in the 21st century a smooth one. Preparing your child for the future is our ultimate goal and we welcome you as our partners in that endeavor.

The elementary years are critical for development of strong, positive attitudes, habits, capabilities, and academic skills. With this in mind our curriculum is challenging, exciting, and creative. Learning is supported through standards-based instruction, direct explicit lessons, technology, enrichment opportunities, independent thinking, problem solving and inquiry.

Since opening its doors in 1990, Bryant Ranch has the reputation for being a community hub of innovation and exploration, where adults and students are nurtured in a caring environment to become life long learners. Bryant Ranch is located in a high middle class neighborhood with homes, condominiums, and apartment complexes, in what used to be a sprawling California Ranch. Many parents tell us they moved into the Bryant Ranch attendance area specifically for the school's excellent reputation of high academic performance, the meeting of student needs, and service to its community.

As part of our commitment to the community, Bryant Ranch teachers place a high priority on collaboration, professional growth, and enrichment opportunities. Weekly collaboration takes place in both formal and informal settings. Shared leadership and professional empowerment are tenets all Bryant Ranch teachers follow; evidenced in the professional responsibilities assumed by a number of staff members, including: Team Leader, Disaster Preparedness, STAR Testing Coordination, Technology, GATE, and after-school musical production.

Bryant Ranch is not only continually acclaimed by the community, but was recognized as a California Distinguished School in 1993 and 2002, and again in 2006. In 1994, the school was also honored with the National Blue Ribbon award, and received this honor once again in 2003. Our school began simply, as a school upon a hill in the farthest point east in our district. Through the combined hard work of parents, teachers, administrators, students, and the community, Bryant Ranch School has evolved into the proud academic institution that it is today!

Mission Statement:

It is the mission of Bryant Ranch School to provide differentiated instruction that challenges its students to reach their highest academic potential and to motivate and support students to become self-reliant. Through mutual respect within the total school community, we will facilitate collaboration ensuring a strong and supportive home/school connection where together, we are enthusiastic about the teaching/learning process.

Value Statement:

- A positive and caring environment promotes intellectual curiosity, encourages creativity, and

provides a balance between team work and independence.

- Promoting high self esteem is the foundation for all school programs.
- Students and staff pride themselves in putting forth their best effort.
- There is a strong sense of community awareness and responsibility.
- Students are provided opportunities to learn about and appreciate the cultural diversity within our community.
- Cooperation among staff, parents, and students encourages open communication and mutual support.
- Learning is celebrated as a lifelong experience.
- Students are recognized for striving towards academic success and appropriate behavior.
- Programs are provided that meet individual student needs.
- Schoolwide programs focus on developing a healthy mind and healthy body.
- Everyone is special.

Vision Statement:

Bryant Ranch School will be recognized as an invention center, encouraging students, staff, and community members to continually explore their environment. It will be a problem solving center that encourages lifelong learning.

Bryant Ranch will offer a unique program for students and be an integral part of the greater community. Its facilities, resources and philosophy will meet the varied learning needs and interests of its diverse participants during the school day and through afterschool activities. Excited, engaged learners of all ages will focus on inventing the future.

Bryant Ranch staff will act to heighten students' enthusiasm to become lifelong Explorers. The active involvement of adults as parallel and collaborative learners seeking solutions will be essential in this process.

Bryant Ranch students will be provided programs that will allow them to continually explore the unknown and experience success in their endeavors. Real life issues will become the catalyst for exploring possible solutions and applying a variety of problem solving methods. Students will experience learning through hands on activities, use of technology, and active research in independent and cooperative settings.

These ideas and resources will empower students of Bryant Ranch to focus on knowledge acquisition and creation of new ideas supported by technology. The home and school will work collaboratively to extend the physical base for learning. A nurturing, encouraging, and caring environment will propel our lifelong learners along their educational journey as they "Reflect the Past, Explore the Present, and Invent the Future."

Opportunities for Parental Involvement

We have an extremely active PTA priding itself on strengthening the school by providing over 30 support programs/enrichment opportunities for parents and students. The community's interest in Bryant Ranch is

evidenced by the 25,000 annual volunteer hours and the 98% attendance at Back-To-School Night.

Bryant Ranch has been a key element and central hub, in serving the neighborhood community for the past decade. We have always encouraged parents to be very involved in their child's education. PTA leadership is active in recruiting volunteers for the classrooms, library, computer lab, and office. Parents volunteer weekly on campus assisting individuals or small groups of students and helping teachers prepare future lessons. They create a wonderful educational partnership by sharing their time and talents. This is evidenced by our 500 PTA members; 25,000 volunteer hours; and the consistent flow of donations and sponsorships by local merchants and businesses for our many school-sponsored programs and events. To address the district's goals (Parents as Team Members and Inclusive Community), an annual survey is conducted at Bryant Ranch to learn about the community we serve. From this survey, we have identified that 97% of our parents feel "The school communicates effectively with me," and 98% state, "I am made to feel welcome at the school."

"The Bryant Ranch staff is an integral part of our community. The influence that they have on our children lasts a lifetime. They are invaluable to us!"

Lisa Coad, Parent

There are a variety of opportunities for community members to become involved with Bryant Ranch including: **the Art Docent Program; Art Masters; Parent Education Nights; Reflections Contest; Math to Achieve; Read Naturally, Labels and Box Tops for Education; School Site Council; Multiplication in a Week; Math Labs, Science Nights, Gold Rush and Colonial Days; Red Ribbon Week; Assemblies; School Spirit Clothing Sale, Community Discount Cards, Silent Auction, Book Fair, Jog-a-Thon, PTA, Rancho Day (year end carnival), Yearbook, Read Naturally, Accelerated Reader, and Business Partners Program. Connections to local police and fire departments are established to stay current with policies and procedures in regards to our Disaster Preparedness Programs.**

Volunteerism is one of the hallmarks of Bryant Ranch. Sign up sheets go home at the beginning of the year with a checklist for each committee. Volunteers are asked to sign in at the Volunteer Desk in the school office and to wear ID badges while on campus. Orientations for the Library, Computer Lab, and Classroom Volunteers are scheduled each September. Each day parents become partners in the learning process by assisting teachers with small group instruction, tutoring, materials preparation, and supervising student activities.

Bryant Ranch strives for a community-like atmosphere. Frequent communication provides parents with many opportunities to be involved in, and knowledgeable about, their child's education. Tuesday Envelopes, organized and implemented by a zealous group of volunteers, are distributed on a weekly basis. Each envelope contains a letter from the administration, "**Tuesday Letter**," regarding current issues in education with information about upcoming events and opportunities for involvement. Every quarter, the **PTA produces a newsletter, PTA Explorer**, which covers current happenings in the school and community. All of the school happenings can be accessed through email as well. During the year, parents, family, and community members are invited to informal gatherings called **Principal's Coffees and Parent Education Nights**. This provides another opportunity to discuss educational issues.

Contact Denelle Kaminski, PTA President at 714-986-7120 or ptapresident@bryantranchschool.com.

Average Class Size and Class Size Distribution

Grade Level	Avg. Class Size	2008–09 Number of Classes *			Avg. Class Size	2009–10 Number of Classes *			Avg. Class Size	2010–11 Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15.5	6			14.5		3		14.3	6	0	0
1	19.4	5			27.4		4		31.0	0	3	0
2	18.8	6			25.1		4		31.3	0	3	0
3	28.8		5		31.4		4		31.8	0	4	0
4	35.0			4	32.22			4	32.3	0	1	2
5	31.0		4		32			4	36.8	0	0	4
6												
Other K-3	20.0	1										

III. School Climate

School Safety Plan – Last reviewed, updated and shared with staff

School Safety Plan:

Special care is taken to ensure student safety at all times. Each year, members of the School’s Safety and Behavior committees, in compliance with State Senate Bill 187, review and update a comprehensive **Safe School’s Action Plan**. This comprehensive safety plan consists of three components: 1) All students and staff members are provided a safe teaching and learning environment, 2) All students are safe and secure while at school and are aware of safety issues regarding ingress and egress, and 3) District programs and community resources are available to students and parents.

Monthly fire drills are conducted as well as quarterly earthquake/disaster drills. Once a year, a full scale mock disaster drill and two “lock down” drills are held and evaluated by the local fire department. Safety procedures are reviewed and communicated through the weekly newsletters and parent education nights. Safety is a combined responsibility of students, staff, parents, and district personnel. Safety concerns have been minimal due to this collaboration, and issues regarding safety are identified before becoming a concern. The surrounding community can report concerns directly to the school office during the day and a 24-hour emergency phone number is posted on the school windows and published in the newsletter to

report safety issues after the school day.

Other activities that promote school safety include: Safety assemblies, Behavior Assemblies, Student Valet Safety Program, Anti-bullying assemblies, and training in conflict management. Additionally, school personnel supervise playground and campus areas before and after school as well as during recess and lunch.

In order to maintain assurances that school is a safe environment, an Emergency Disaster Plan has been developed in cooperation with teaching and classified staff, local community members, parents, and the local police and fire departments and is a part of the site's Safe Schools Plan. This comprehensive plan includes clearly written and communicated procedures for fire drills, earthquake drills, intruder lockdown drills, major disaster with injuries, and a map of evacuation. Every staff member is trained and assigned to a team to perform duties in the event of a real disaster. A large supply of medical materials, water, and food are stored in sea containers on site. Once a month, students and staff participate in a drill to practice procedures and safety techniques. A comprehensive exit plan was developed after the 2008 November wildfires occurred at Bryant Ranch. This includes exit areas, phone procedures, and safe evacuation center off the hill in case of an emergency.

Cooperative Behavior Plan:

A goal of the Bryant Ranch Staff is to provide a safe, positive, and nurturing atmosphere that focuses on fairness, trust, communication, and caring. Every student at Bryant Ranch has the right to: be safe; be respected; be able to learn free of disruption; and have a neat and clean environment.

Staff is Responsible For:

1. Explaining and consistently enforcing classroom, playground, and district rules.
2. Approaching students positively with a rationale for the consequences and/or citation.
3. Investigating student concerns.

Parents are Responsible For:

1. Knowing, understanding, and supporting the school rules that students are expected to follow.
2. Ensuring that your child attends school on time, every day, all day (see Attendance section).
3. Supporting staff decisions and consequences.
4. Reading and explaining to children the Zero Tolerance, User Network Access Agreement, and Sexual Harassment Sections of the PYLUSD Parent Information Packet.
5. Ensuring compliance with the school dress code of appropriate and safe attire.
6. Ensuring that students bring a nutritious lunch and delivering late lunches to the office.

Students are Responsible For:

1. Arriving to class on time prepared to learn (see Attendance section).
2. Completing all assigned tasks.
3. Bringing to school only appropriate and approved belongings. **Not Allowed:** Electronic games,

cameras, sports equipment, games, trading cards and other card games, toys, comic books, or other items without teacher's approval. Although students are allowed to have cell phones, they must remain in their backpacks and not used during the school day. **Consequence:** Items will be taken away and returned to the parents or guardians at an appropriate time.

4. Remaining within designated boundaries at all times.
5. Bringing only nutritious snacks for break, and eating in the assigned area.
6. Following all classroom, playground, and lunch area rules.
7. Protecting our environment and keeping it clean. **Consequences** for Nos. 1-7 will be appropriate and may include: Missing recess, communication home, after school detention, citation or suspension.
8. Checking with the Noon Supervisors for forgotten lunches.
9. Wearing appropriate and safe attire (as determined by the Principal and in accordance with District policy):
 - o Clothing and personal appearance should be conducive to a positive educational atmosphere so as not to interfere with the learning process.
 - o Shorts should be mid-thigh or longer with no frayed hems.
 - o Oversized tank tops, halters, spaghetti strap and/or midriff tops should not be worn.
 - o Undergarments should not be visible.
 - o Shirts must not have printed messages or pictures relating to drugs, alcohol, tobacco or violence.
 - o Shoes must have a closed toe and back strap.
 - o Tennis shoes must be worn on P.E. days.
 - o Shorts should be worn under dresses or skirts on P.E. days.
 - o Sunglasses are not allowed (exceptions will be made for medical reasons).
 - o No shoes with wheels of any kind.

Consequence: Students will be asked to change to appropriate attire, or parents will be called to bring appropriate clothing.

10. Respecting the rights, safety, and property of self and others. No objects shall be used or made to inflict injury on others. **Consequence:** Immediate office referral with detention or suspension.
11. Not bringing laser pointers or similar objects on campus. (Ed. Code 48900) **Consequence:** Immediate office referral with detention or suspension.
12. Not bringing any weapons including, but not limited to, pocket and sheathed knives of all sizes and types, and any other sharp or pointed objects. **Consequence:** Immediate office referral with suspension or expulsion from the schools of PYLUSD ON THE FIRST OFFENSE.
13. Treating others respectfully and with dignity. (Ed. Code 48980 of 212.6 and Board policy 5145.7)
14. Students who are bullied or harassed by others in a sexual or threatening way shall report these incidents immediately. **Consequence:** Immediate office referral with detention or suspension.

Following district guidelines for acceptable use of networks and computers as stated in the District Parent Information Packet. **Consequence:** Loss of computer and/or network access, detention or suspension.

Suspensions and Expulsions – This School

Rate*	School 2008–09	School 2009–10	School 2010–11
Suspensions	3.2	.04	
Expulsions	0.0	0.0	

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions and Expulsions – District-wide

Rate*	District 2008–09	District 2009–10	District 2010–11
Suspensions	6.5	.06	
Expulsions	0.1	.0012	

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Date of Inspection 11/7/11

The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			

Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			
Overall Rating	X				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials – District-wide

Teachers	District 2010–11
With Full Credential	1110
Without Full Credential	1
Teaching Outside Subject Area of Competence (with full credential)	18

Teacher Credentials – This School

Teachers	School 2008–09	School 2009–10	School 2010–11
With Full Credential	32	30	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	97.40%	2.60%
High-Poverty Schools in District	98.81%	1.19%
Low-Poverty Schools in District	96.73%	3.27%

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1	
Psychologist	1	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	1	
Other	1	

Note: Cells shaded in black do not require data.

VII. Curriculum and Instructional Materials

Core Curriculum Area	Textbooks and instructional materials/year of adoption	Board Approval	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading K-6 or The Language of Literature - McDougal-Littell, Grade 6	May 2003	-0-
	Language Circle Series/Project Read/Written Expressions	May 2003	-0-
	Houghton Mifflin Medallions (upgrade) – K-5	September 2010	-0-
Mathematics	Houghton Mifflin California Math – K-5	April 2009	-0-

Science	Full Option Science Systems, California Edition (FOSS) – Delta Education – K-5	April 2008	-0-
History-Social Science	History-Social Science for California – Scott Foresman – K-5	February 2007	-0-
Foreign Language	N/A		
Health	Health Framework for California Public Schools - K-12 – (No textbook)	2002	-0-
Visual and Performing Arts	Visual and Performing Arts Framework for California Public Schools – K-12 (No textbook)	2004	-0-
Science Laboratory Equipment (grades 9-12)	N/A		

VIII. Instructional Planning and Scheduling

Professional Development – Most recent 3-years

Preservice Days in 06/07 = 5 days

Preservice Days in 07/08 = 5 days

Preservice Days in 08/09 = 4 days

Preservice Days in 09/10 = 2 days

Preservice Days in 10/11 = 0 days

In the above years, schools were either on the weekly early release/late start (PLC's) or the (8) district staff development days.

Minimum days are separate.

IX. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District			\$5,383	\$75,358
Percent Difference – School Site and District				
State			\$5,455	\$69,207
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

Types of Services Funded (Fiscal Year 2010–11)

In addition to school site budgets, our school also receives the following supplemental funding:

- **School and Library Improvement budget**
- **PTA gifts funds** - Used for a variety of programs beneficial to the children such as field trips, assemblies, after-school programs, technology resources, and other instructional supplies.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
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Beginning Teacher Salary	\$39,777	\$42,017
Mid-Range Teacher Salary	\$73,744	\$67,294
Highest Teacher Salary	\$92,516	\$86,776
Average Principal Salary (Elementary)	\$110,464	\$108,534
Average Principal Salary (Middle)	\$116,201	\$112,893
Average Principal Salary (High)	\$134,469	\$123,331
Superintendent Salary	\$256,434	\$226,417
Percent of Budget for Teacher Salaries	42.00%	38.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

X. Student Performance

Standardized Testing and Reporting Program

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 in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science 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 <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	83%	82%	84%	65%	67%	69%	49%	52%	54%
Mathematics	80%	85%	86%	65%	67%	69%	46%	48%	50%
Science	80%	87%	86%	66%	70%	75%	50%	54%	57%
History-Social Science	0%	0%	0%	58%	62%	68%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	69%	69%	75%	68%
All Students at the School	84%	86%	86%	0%
Male	81%	85%	85%	0%
Female	87%	87%	87%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	84%	89%	88%	0%
Filipino	91%	100%	0%	0%
Hispanic or Latino	73%	78%	57%	0%

Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	86%	87%	92%	0%
Two or More Races	94%	100%	0%	0%
Socioeconomically Disadvantaged	68%	57%	0%	0%
English Learners	55%	50%	0%	0%
Students with Disabilities	68%	79%	0%	0%
Students Receiving Migrant Education Services				

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts				66%	67%	75%	52%	54%	59%
Mathematics				70%	72%	73%	53%	54%	56%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts	Mathematics
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	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	25%	27%	48%	27%	40%	33%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2010–11)

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* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.80%	20.90%	60.80%

7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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.

XI. Accountability

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 Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

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.

API Rank	2008	2009	2010
Statewide	9	10	10
Similar Schools	4	6	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	24	6	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			

Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	23	11	2
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	454	932	19,218	859	4,683,676	778
Black or African American	6		347	809	317,856	696
American Indian or Alaska Native	1		36	881	33,774	733
Asian	71	955	2,170	956	398,869	898
Filipino	11	965	308	906	123,245	859
Hispanic or Latino	73	889	6,832	787	2,406,749	729
Native Hawaiian or Pacific Islander	2		47	864	26,953	764
White	273	935	9,010	890	1,258,831	845
Two or More Races	13	970	223	914	76,766	836
Socioeconomically Disadvantaged	26	861	5,912	771	2,731,843	726

English Learners	34	892	3,643	746	1,521,844	707
Students with Disabilities	26	833	1,908	682	521,815	595

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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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

Federal Intervention Program (School Year 2011–12)

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 Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI

First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		17.6%

Note: Cells shaded in black do not require data.