



School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

Ira Harbison School

www.nsd.us

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Creating Successful Learners NOW...

NATIONAL SCHOOL DISTRICT
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Introduction

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 on the 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.

Data and Access

Data

DataQuest is an online data tool located 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

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.

At Ira Harbison School, We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, problem-solving
- A focus on individual student achievement

We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

Ira Harbison's Slogan

Excellence for All!

Principal's Message

We are very proud of our school, our school community and our accomplishments. Besides being recognized as a 2006 No Child Left Behind Blue Ribbon

School, we have been selected for other awards also. We received the Title 1 Academic Achievement Award in 2007, 2008 and 2009 for doubling the Adequate Yearly Progress goals in English-Language Arts and Math as established by the federal government's No Child Left Behind program. We are listed on the U.S. Department of Education's website (www.ed.gov/programs/nclbbrs/2006/profiles/index.html) as a high poverty, high achieving Blue Ribbon School. In 2004 and 2008, we were honored to be selected by the California Department of Education as a California Distinguished School. In 2003 we were cited by EdSource (EdSource.com) as a "Beating the Odds" school and in 2002 we received the Title 1 Achieving Schools Award. A profile of our school was recently prepared by American Institutes for Research and is posted at the Schools Moving Up website. Our profile can be accessed at <http://www.schoolsmovingup.net/cs/wested/query/q/260?type=othsp>.

Academic excellence is our first priority at Ira Harbison School because we believe all students can and will succeed. We are committed to providing a quality educational program to all of our students so they will become lifelong learners. Our curriculum is aligned with the California Content Standards and our instruction is designed to bring out our students' best thinking and learning. We have strategically designed programs that dramatically impact the growth and development of our students. Our staff is committed to ensuring an educational experience that promotes academic success for all of our students. We have high expectations for our students and ourselves. Parents are an invaluable resource to our school and our students. We know that parent involvement is a strong predictor of a student's success and we work diligently to foster the partnership between our school and our students' parents and/or guardians. It is vitally important that parents are involved with their child's education. We welcome and would like to invite all parents to become involved with their child's education at Ira Harbison School. It takes all of us to ensure that an exceptional instructional program is offered to our students.

This School Accountability Report Card presents a variety of information about our school that we hope you find informative and interesting. We acknowledge that everyone who contributes to our school makes a difference in the lives of our students. With the support of our parents, community and the District we are able to offer our students an instructional program that allows them a wide variety of opportunities to progress academically and reach their fullest potential. We hope that the information included in this report will assist you in your involvement in your child's education as we work together in our commitment to "Excellence for All!" for our students and ourselves.

Beverly Hayes

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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	2006-07			Avg. Class Size	2007-08			Avg. Class Size	2008-09		
	Number of Classrooms				Number of Classrooms				Number of Classrooms		
	1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	3		19.7	3		18.0	3			
1	19.0	4		19.7	3		19.5	4			
2	20.0	4		20.0	4		20.0	3			
3	20.0	4		20.0	4		20.0	4			
4	32.5		1 1	30.0		2	30.0		2		
5	31.0		2	32.0		1	31.5		2		
6	28.7		3	32.0		2	32.0		2		
K-3				20.0	1		20.0	1			
4-6	29.4		2	29.0		4	28.3		3		

Demographic Information

The following chart outlines the racial/ethnic breakdown of the student body as reported by the California Basic Educational Data Systems (CBEDS) in 2008-09:

Racial/Ethnic Category	Percentage of Students
African-American	5.75
American Indian or Alaska Native	0.34
Asian	2.37
Filipino	25.89
Hispanic or Latino	59.22
Pacific Islander	2.03
White (Not Hispanic)	4.06
Multiple or No Response	0.34
Socioeconomically Disadvantaged	100.00
English Learners	49.00
Students with Disabilities	10.00

School Enrollment by Grade Level

The following chart outlines the number of students in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2008-09:

Grade Level	Enrollment
Kindergarten	54
Grade 1	78
Grade 2	69
Grade 3	91
Grade 4	98
Grade 5	108
Grade 6	93
Total Enrollment	591

Ira Harbison's Mission Statement

The Ira Harbison School Community is committed to excellence for all children. Our shared goal is to ensure literacy, instill personal responsibility and celebrate diversity. In achieving this goal, our students develop into literate, self-directed learners and become successful citizens who contribute positively in a global society.

Parent Involvement

Contact Person Name: Xochitl Mercado
Contact Person Phone Number: (619) 336-8251

Home/School Partnerships:

- Monthly School/Classroom Newsletters
- Parent Teacher Student Organization (PTSO)
- Student/Parent/Teacher/Principal Commitment to Excellence
- School Site Council
- English Learner Advisory Committee
- Parent Volunteers/Community Volunteers
- Back-to-School Night/Open House
- Parent-Teacher Conferences
- Marine Activities, Resources and Education (M.A.R.E.) Parent & Community Celebration
- Family Math Nights
- Family Science Nights
- Reading Incentive Program
- School Festivals
- Parent Education Classes
- West Coast Fundraisers
- Book Fair
- Fundraising

School Climate:

School Safety

SB187 Safety Plan

Date the plan was last updated: 8/10/2009

Date the plan was last reviewed with the staff: 8/20/2009

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4)

notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

To ensure our students' safety, student expectations and guidelines are set and articulated to our students and their parents. Our school staff ensures that school and classroom rules are followed during the school day to help keep our students safe and orderly.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year.

Rate	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0.3	0.2	0.3	3.3	1.8	1.2
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

School Facilities:

Adequacy of School Facilities

Ira Harbison's main campus was built in 1950. Since our opening the following major renovations or improvements have been addressed:

- 1987 - Modernization consisted of new flooring, ceilings, lights, electrical, insulation, windows, painting, cabinetry, and an ADA elevator for the auditorium.
- 1993 - Modernization consisted of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.
- 1997—Relocatables were added to support class size reduction.

- 1998—Relocatables were added to support class size reduction.
- Ongoing - The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.

Ira Harbison has seventeen regular classrooms and eight classrooms in relocatable buildings. There are at least five computers in each of our classrooms, kindergarten through sixth grade. Our Special Day Class/Non-severely Handicapped has four computers and our Special Day Class/Severely Handicapped has four computers. Our Resource Specialist Program also has four computers available for student use. We have a computer lab with thirty-four computers and a reading lab with seven computers. A second grade class is participating in a computer project and is piloting the use of Hewlett-Packard mini-computers for each child. We received a technology grant from the Beaumont Foundation of America that included thirty laptop computers with carts, two laser printers, six digital cameras and two data projectors with detachable document cameras. All twenty-five classrooms are equipped with interactive Promethean boards supported with a laptop computer.

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 that emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean.

The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Fund

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 2009-10 school year, the district has budgeted \$285,000 for the deferred maintenance

School Facility Good Repair Status (2009-10)

This table displays the results of the most recently completed school site inspection, done on July 24, 2009, to determine the school facility's good repair status. (No deficiencies were found)

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

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program. This represents .62% of the district's general fund.

For the 2009-10 school year, the District's Governing Board has approved deferred maintenance projects for all ten schools that will result in asphalt paving, fencing, flooring, millwork and roofing.

Technology in the Classroom

The following chart outlines the number of computers available to the students at Ira Harbison School in each classroom:

Classroom	Number of Computers
Kindergarten–Grade 3	5
Grades 4-6	5 or More
Computer Lab	34
Reading Lab	7
G.A.T.E. Classes	30 Laptops
Second Grade Class (pilot program)	22 HP Minis
Interactive Promethean Boards In 20 Classrooms	Each Board Requires a Laptop
Picture This! Video – 6 classrooms	Video Equipment and a Laptop
Picture This! Photography – 2 classrooms	Photography Equipment and a Laptop

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 their subject area of competence. Detailed information about teacher qualifications can be found at the Dataquest Web site at <http://dq/cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2009
With Full Credential	25	26	25	266
Without Full Credential	1	0	1	4
Teaching Outside Subject Area of Competence	0	0	0	

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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Courses Taught by NCLB Compliant Teachers (2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

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	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Support Staff:

Student Support Services

Our school is serviced by the following student support staff:

Title	FTE
Psychologist	2 days a week
Adaptive P.E. Specialist	1.0 (district)
Impact Teachers	5.0 (half-time)
Nurse	1.0 (district)
Nurse Practitioner	1.0 (district)
Medical Assistant	2 days a week
Resource Specialist (teaching)	1.0 full-time
Library Media Specialist	2.5 days a week
Speech/Language/Hearing Specialist	1 day a week
Speech/Language/Hearing Specialist	3 days a week
Speech/Language/Hearing Specialist	2 afternoons a week
Language Arts Specialist	1.0 full-time
Instructional Assistants—Special Education	1 full-time 11 part-time

Curriculum and Instruction:

Specialized Programs

EXCEPTIONAL NEEDS STUDENTS: Our school is committed to meeting the needs of students with exceptional needs in the least restrictive environment. We offer a variety of special education aids and services to help students be successful in the general education program. Students who need a more restrictive program will continue to participate in the general education classroom for some part of each school day. In 2008-09 our school had approximately 74 students who qualified for special education programs that include Special Day Classes, speech,

adaptive physical education and the resource specialist program.

ENGLISH LEARNER PROGRAM: During the 2008-09 school year, we had 310 English Learners enrolled, of that number 193 were Spanish speaking; 101 were Filipino or Tagalong speaking; and sixteen students represented English Learners from a variety of other languages. English learners are placed in regular classrooms and are provided extra instructional support.

Quality, Currency, and Availability of Textbooks and Instructional Materials (2009-10)

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on September 9, 2009 that each pupil in the district, in kindergarten through grade six, has been provided with a standards-aligned textbooks or basic instructional materials in each of the areas listed below.

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/ Language Arts	Meets State Requirements	0%
Mathematics	Meets State Requirements	0%
Science	Meets State Requirements	0%
History-Social Science	Meets State Requirements	0%
Health	Meets State Requirements	0%

Adopted Textbooks and Other Instructional Materials

All students have access to current, standards-based textbooks and other instructional materials. Below is a listing of the California State Board of Education adopted core and supplemental instructional materials for each grade level that we are presently using:

# of Years in Use	Course/Content Area	Adoption
6	Language Arts	Houghton-Mifflin—Grades K-6 SRA's <i>Open Court</i> , Special Education
8	Mathematics	Mathematics MacMillan/McGraw-Hill
2	History/Social Science	Harcourt <i>Reflections</i> Grades K - 6
1	Science	Macmillan-McGraw-Hill California Science Grades K-6
5	English Language Development	Rigby: <i>On Our Way to English</i> , Grades K-5 Hampton Brown, Grade 6

Other Programs

The following are other programs that support instruction and learning:

- Before/After School Program—WINGS (Winners Growing Strong) Sponsored by National City Public Library
- GATE (Gifted and Talented Education)
- Enterprise Accelerated Reader
- SuccessMaker Enterprise Computer Program
- First in Math/Math 24
- Marine Activities, Resources and Education (M.A.R.E.)

- Birch Aquarium
- Chula Vista Nature Center
- San Diego Zoo
- SPARK/School Athletic Programs
- Before/After School Instrumental Programs
- Visual & Performing Arts Program Supported by Consultants
- Young Audience Consultants – Grades Kindergarten, First, Second, Third and Fifth
- Poetry and Art – Fourth Grade
- Edulance – Sixth Grade
- Vision/Hearing Screenings
- *Smiles* Program
- Outdoor Education Program at Camp Marston – Sixth Grade
- Anza-Borrego Environmental Camp – Fifth Grade
- Junior Achievement
- JA (Junior Achievement) Biz Town - Fifth Grade
- Starbase-Atlantis – Fifth Grade and G.A.T.E. Classes
- Mad Science
- Red Ribbon Week
- Student Assistance Team/Response to Intervention
- National City Police Department – School Resource Officer; Adopted by the Detective Unit
- Family Resource Center
- Gift of Sight (Sponsored by National City Lions Club and Lens crafters)

Instructional Program

All curriculum and instructional practices at Ira Harbison School are based on the California Content Standards. Students are provided direct, focused instruction in all academic areas. Instruction is differentiated to support our students' academic needs and is provided to students in whole group settings, small guided groups and individually. Success Maker, Accelerated Reader and Read About are computer programs that also provide instructional support to our students.

Clear school goals, excellent pedagogical practices, grade level standards, shared vision and ongoing assessments are major forces that drive our instruction. Instructional methods include a variety of strategies from direct instruction to student-centered approaches such as cooperative learning groups, problem-based learning and simulations. The consistent academic growth shown by Ira Harbison students is due to highly qualified teachers using best practices that include directly involving students in all aspects of the instructional program as well as hands-on activities that use manipulatives for math and experiential activities for science.

We believe in success for all students. Differentiated instruction is provided for our students including those students who are English Learners, At-Risk, Gifted and Talented Education (GATE) and students on Individual Education Plans. School staff, including the teachers and principal, as well as the School Site Council evaluates data to plan instruction and monitor progress.

Standards-based assessment of all students and the early identification of those students who are having academic problems are routine procedures. Students are assessed on comprehensive tests in reading, writing, math and oral language three times each year. The goal of these assessments is to identify those students who need extra help and also to plan our instructional program to better meet all of our students' needs. The principal, teachers, language arts specialist, and resource specialist meet to review the results of these assessments. Students who need extra assistance are supported through small, focused, instructional skill groups within their classroom, instruction provided by the language arts specialist, resource specialist, Impact teachers and/or by attending before and after school intervention classes.

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It is important that students take responsibility for their own learning. To assist them toward that goal, grade level standards are posted in each classroom. Students peer edit and evaluate their own work using rubrics, checklists and portfolios. They demonstrate their learning through projects, oral presentations and computer-generated reports. That same responsibility extends to homework. Teachers differentiate standards-based homework by modifying assignments or carefully selecting reading material to meet specific instructional needs. A recommended daily reading allotment for homework is standard practice. Parents reinforce the importance of reading by checking their child's reading log.

Not all learning takes place in the classroom. Educational outings extend learning opportunities. Birch Aquarium and the Chula Vista Conservation Center assisted in our school-wide oceanography program, M.A.R.E. (Marine Activities, Resources and Education). Local companies sponsored a successful Junior Achievement Free Enterprise Day for the entire school. Fifth graders participated in JA Biztown. Intermediate students attend outdoor education programs at Camp Marston (sixth graders) and Anza-Borrego Desert Environmental Camp (fifth graders).

Professional Development

Teacher in-service days are devoted to providing school site-based staff development for all teachers. Teachers have opportunities to attend conferences and workshops. In-service topics include classroom management and effective instructional strategies as well as training in specific content areas appropriate to the level of the teachers' assignments. Some in-services include the following:

- Math Content Training
- Math Conferences
- Reading Comprehension Strategies
- Learning Headquarters Writing Program
- English Language Development/SIOP (Sheltered Instruction Observation Protocol)
- Academic Vocabulary Development
- Computer Training
- Promethean Board Training
- Picture This! Video Technology
- Picture This! Photography Technology
- Science Content Training
- Social Studies Content Training
- Differentiated Instruction
- Junior Great Books
- Marine Activities, Resources and Education Training
- Second Step/Conflict Resolution
- SPARK/Physical Education Training
- Response to Intervention
- Beginning Teacher Support and Assistance (BTSA)

Student Progress

Student progress is reported to staff, students, parents and the school community through Back-to-School Night, School Site Council, English Learner Advisory Committee, PTSO parent meetings and report cards/parent conferences.

Students are assessed three times a year using District assessments. This information is analyzed by the staff and used by teachers to plan their instructional program to meet the needs of their students. The information is also shared with parents at parent/teacher conferences.

STAR assessment results are sent home to parents at the beginning of the school year via a parent letter. School staff is available to discuss the results of the STAR assessments with parents. STAR assessment information is presented to parents/school community at parent meetings and the School Site Council.

School Finances:

Teacher & Administrative Salaries (Fiscal Year 2007-08)

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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,461	\$41,866
Mid-Range Teacher Salary	\$60,213	\$68,220
Highest Teacher Salary	\$80,874	\$86,536
Average Principal Salary (Elementary)	\$111,702	\$107,858
Superintendent Salary	\$154,800	\$178,938
Percentage of Budget for Teachers Salaries	42.4%	42.1%
Percentage of Budget for Administrative Salaries	5.6%	5.5%

Pupil Expenditures and School Site Teacher Salaries (Fiscal Year 2007-08)

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,942	\$716	\$4,226	\$63,483
District			\$4,368	\$64,308
Percent Difference-School Site and District			(3%)	(1%)
State			\$5,512	\$67,082
Percent Difference-School Site and State			(15%)	(5%)

Other Funding Sources

To help ensure a quality education for all students, state and federal funding is provided to Ira Harbison School for the following special programs to supplement the core instructional program provided by the District:

Funding Source	09-10 Allocation
Title I	\$276,028
Economic Impact Aid (SCE)	\$76,506
Economic Impact Aid (LEP)	\$220,330
Total	\$572,864

Student Performance:

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

Standardized Testing and Reporting 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		
	07	08	09	07	08	09	07	08	09
ELA	48	53	58	36	40	46	43	46	50
Math	64	65	65	49	53	56	40	43	46
Science	41	49	49	23	32	39	38	46	50

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (2008-09)

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 Level		
	ELA	Math	Science
African American	48	45	*
Filipino	69	77	46
Hispanic or Latino	55	58	49
White (not Hispanic)	47	58	*
Male	51	60	60
Female	66	66	38
Socioeconomically Disadvantaged	59	63	49
English Learners	55	64	35
Students with Disabilities	50	29	33

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. 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

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 fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the Physical Fitness Testing Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.4	24.3	15.5

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 site at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 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	2006	2007	2008
Statewide	7	7	7
Similar Schools	8	10	10

School Accountability Report Card

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.

Group	Actual API Change			API Score
	2006-07	2007-08	2008-09	2009
All Students	19	5	7	823
Filipino	20	-26	7	860
Hispanic or Latino	26	20	6	811
Socioeconomically Disadvantage	19	5	7	823
English Learners	6	3	14	830

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) 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 at <http://www.cde.ca.gov/ta/ac/ay/>.

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
Overall	Yes	No
Participation Rate—ELA	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—ELA	Yes	No
Percent Proficient—Mathematics	Yes	No
API	Yes	Yes

National Assessment of Educational Progress (NAEP)

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 (SD) and English language learners (ELL) 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 at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key

differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grade four.

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
Math 2009, Grade 4	232	239	41	25	5

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

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grade four.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Language Learners	Students with Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Math 2009, Grade 4	79	96	84	94

