

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Mabel M. Paine Elementary School

Address: 4444 Plumosa Drive, Yorba Linda CA 92886 Phone: (714) 777-1180
Principal: Dorie Staack Grade Span: K - 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 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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

Principal's Message

It is with pleasure that I introduce you to Mabel Paine Elementary School, a *California Distinguished School*. Our school is known to provide a welcoming environment and high quality education to our students in partnership with strong parent support. We are a small, close-knit learning environment where the needs of our students are given the highest priority. Our students experience a rigorous academic curriculum through hands-on activities, use of the technology and the support of early interventions to speed each student on his or her way to success. Our most important goal is to take each student in our care and move them forward as far as they can go each and every year. Above all, we strive to create a love of learning in our students that will serve them both now and in the future. Our experienced and innovative staff members work in collegial professional learning communities to provide students with a balanced and comprehensive educational program. Teachers are highly qualified and child-centered. They willingly participate in ongoing professional growth and deliver the most current and relevant curriculum and instruction to students.

Mabel Paine is located in Yorba Linda, California. There are 14 regular and 4 special education classrooms. The mobility rate is extremely low as many families have been here for several years. New students continue to enroll as the hills above the school fill with new housing developments. Students are presented with a standards-based curriculum, which includes, reading, written expression, mathematics, social science, science, physical education, visual and performing arts, and health. Students are placed in either traditionally based classrooms or in multiage classroom settings depending on which configuration best meets the needs of the children. In addition to a wide range of materials and technology within the classrooms there is a multimedia center that houses both the library and computer lab. The school provides a wealth of technology resources with several additional computer pods in close proximity to classrooms. The kindergarten classrooms each have a small pod of computers in their room. A total of 22 staff members including regular education classroom teachers, special education teachers, speech and language specialist, resource specialist, psychologist, and principal are joined by part-time staff all working closely together to provide an educational program rich in the acquisition of academic skills as well as strong character development. The part-time staff includes physical education specialists and as well as instrumental music and chorus teachers for grade 4 & 5. The school is pleased to offer the innovative MIND Institute *ST (Spatial Temporal) Math + Music program* where all students take part in weekly standards-aligned web-based math activities and all K-

3 students take part in weekly piano keyboard instruction. Fourth and fifth grade students take part in the district elementary band, orchestra, and vocal music programs. We are also pleased to offer both Boys and Girls Club and a Before/After school child care on our campus for the convenience of our families. These programs offer child care, homework assistance, and enrichment activities in a safe environment during the after school hours until 6 pm.

Sincerely,
Dorie Staack, Principal

Student Enrollment

Group	Enrollment
Number of students	361
African American	1.39 %
American Indian or Alaska Native	%
Asian	6.09 %
Filipino	1.94 %
Hispanic or Latino	28.25 %
Pacific Islander	%
White (not Hispanic)	59 %
Multiple or No Response	3.32 %
Socioeconomically Disadvantaged	19 %
English Learners	13 %
Students with Disabilities	9 %

Teachers

Indicator	Teachers
Teachers with full credential	19
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	4
Total Teacher Misassignments	4

School Facilities

Summary of Most Recent Site Inspection

The school's facilities, restrooms, and grounds are in good repair and condition. Most recent inspection performed on 2/9/07 (using Interim Evaluation Instrument). Any deficiencies were reported and work orders submitted.

Repairs Needed

30's Building doors need adjustment, adjust water pressure on upper grade drinking fountain, primary drinking fountain leaking, and faucet leaks in primary boys' restroom.

Corrective Actions Taken or Planned

Work orders submitted and repairs made.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,270
District	\$7,048
State	\$4,943

History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	54 %
Mathematics	58%
Science	32%
History-Social Science	NA

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	802
Statewide Rank (from 2007 API Base Report)	8
2007-08 Program Improvement Status (PI Year)	NA

School Completion

Indicator	Result
Graduation Rate	NA

Postsecondary Preparation

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

2006-07 School Accountability Report Card Reported (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 California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Mabel M. Paine Elementary	District Name	Placentia-Yorba Linda Unified
Street	4444 Plumosa Dr.	Phone Number	(714) 996-2550
City, State, Zip	Yorba Linda , CA 92886	Web Site	www.pylusd.k12.ca.us/home.asp

Phone Number	(714) 777-1180	Superintendent	Dennis Smith
Principal	Dorie Staack	E-mail Address	dsmith@pylusd.org
E-mail Address	dstaack@pylusd.org	CDS Code	30-66647-6030936

School Description and Mission Statement

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

Mabel Paine is a *California Distinguished School* located in Yorba Linda, California. There are 14 regular and 4 special education classrooms. The mobility rate is extremely low as many families have been here for several years. New students continue to enroll as the hills above the school fill with new housing developments. Students are presented with a standards-based curriculum, which includes, reading, written expression, mathematics, social science, science, physical education, visual and performing arts, and health. Students are placed in either traditionally based classrooms or in multiage classroom settings depending on which configuration best meets the needs of the children. In addition to a wide range of materials and technology within the classrooms there is a multimedia center that houses both the library and computer lab. The school provides a wealth of technology resources with several additional computer pods in close proximity to classrooms. The kindergarten classrooms each have a small pod of computers in their room. A total of 22 staff members including regular education classroom teachers, special education teachers, speech and language specialist, resource specialist, psychologist, and principal are joined by part-time staff all working closely together to provide an educational program rich in the acquisition of academic skills as well as strong character development. The part-time staff includes physical education specialists and as well as instrumental music and chorus teachers for grade 4 & 5. The school is pleased to offer the innovative MIND Institute *ST (Spatial Temporal) Math + Music program* where all students take part in weekly standards-aligned web-based math activities and all K-3 students take part in weekly piano keyboard instruction. Fourth and fifth grade students take part in the district elementary band, orchestra, and vocal music programs. We are also pleased to offer both Boys and Girls Club and a Before/After school child care on our campus for the convenience of our families. These programs offer child care, homework assistance, and enrichment activities in a safe environment during the after school hours until 6 pm.

Our school is known to provide a welcoming environment and high quality education to students in partnership with strong parent support. It is a small, close-knit learning environment where the needs of our students are given the highest priority. Students experience a rigorous academic curriculum through hands-on activities, use of the technology and the support of early interventions to speed each student on his or her way to success. Our most important goal is to take each student in our care and move them forward as far as they can go each and every year. Above all, we strive to create a love of learning in our students that will serve them both now and in the future. Our experienced and innovative staff members work in collegial professional learning communities to provide students with a balanced and comprehensive educational program. Teachers are highly qualified and child-centered. They willingly participate in ongoing professional growth and deliver the most current and relevant curriculum and instruction to students.

Mabel Paine School Community Vision

Mabel Paine's vision comes from the collective belief that all children can learn. We envision that our students will leave Mabel Paine with a mastery of the standards as well as possessing the qualities of a strong work ethic and positive character traits that will enable them to be successful in their continuing educational process and in life. Our vision characterizes a learning place that challenges each member to shine forth as a unique star in our Mabel Paine galaxy of educational richness. It emerges from an ongoing collaborative discussion involving members of the Mabel Paine community; including staff, parents, community partners, and, most importantly, the students. Our vision focuses on key priorities:

- | | |
|---------------------------|-------------------------------|
| ★ Meeting Varied Needs | ★ Unique Programs |
| ★ Home/School Cooperation | ★ Hands-on Activities |
| ★ Collaboration | ★ Character Education |
| ★ Use of Technology | ★ Exploration/Problem Solving |
| ★ Life Long Learning | ★ Individual Academic Success |

Opportunities for Parental Involvement

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

Parents are welcome and encouraged to be involved in the school program. There are numerous opportunities for parents to be involved with their children at Mabel Paine Elementary School. In addition to an active PTA there are opportunities to work within the classrooms on a weekly basis as well as to take work home for special projects. While touring the school one is always struck by the high numbers of parent volunteers working with children in classroom settings. Parents also have an active role to play in the school decision-making process through School Site Council (SSC) and the English Learner Advisory Council (ELAC) and are encouraged to communicate with school staff at any time. Parents support the school wide program through Book Fairs, Read-a-thon, Jog-a-thon, School Carnival, and Family Fun Nights. Mabel Paine social and academic events are always well attended. Once each quarter parents and families are invited to our Family Picnic – a time for families to join with one another and their children at lunch time. In addition, parents are encouraged to attend special events such as Back to School Night, Open House, Teacher/Parent Conferences, Doughnuts for Dad and Muffins for Mom reading events, and musical concerts. Mabel Paine is truly a neighborhood school with a strong tradition of working collaboratively with parents.

Student Enrollment by Grade Level

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

Grade Level	Number of Students
Kindergarten	71
Grade 1	51
Grade 2	59
Grade 3	64
Grade 4	59
Grade 5	57
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	361

Student Enrollment by Group

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	Group	Percent of Total Enrollment
African American	1.39 %	White (not Hispanic)	59 %
American Indian or Alaska Native	%	Multiple or No Response	3.32 %
Asian	6.09 %	Socioeconomically Disadvantaged	19 %
Filipino	1.94 %	English Learners	13 %
Hispanic or Latino	28.25 %	Students with Disabilities	9 %
Pacific Islander	%		

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	2004-05			2005-06			2006-07					
	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	28.3		3		17.7	1	2		30.5		2	
1	20.0	4			20.0	2			20.0	2		
2	19.0	4			19.7	3			20.5	1	1	
3	31.7		3		30.5		2		32.0		1	
4	35.0			3	34.0			2	36.0			2
5	33.5			2					36.0			1
6												
K-3	18.5	2			15.5	2			18.5	2		
3-4									32.0		1	
4-8	33.0			1	31.5		2		35.0			1
Other												

II. School Climate

School Safety Plan

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

The School Safety Plan is updated each year and reviewed with the staff. The plan includes a schoolwide discipline plan that is sent home each year and reviewed with the students at the fall rules assemblies; a crisis plan including earthquake, fire and lockdown practice drills; and a staff duty schedule to provide appropriate supervision before, during and after school. In addition, district and community resources are available to students and parents as needed. Through the Comprehensive School Safety Plan the students and staff of Mabel Paine School work collaboratively to maintain a safe and orderly

campus by adhering to school-wide expectations for the safety of all. As the year progresses there are regularly scheduled fire, earthquake, evacuation, and lockdown drills where students are taught the proper procedures and behavior. District-assigned school nurses and Health Clerk have clearly established procedures, including the use of EPI pens. These procedures are shared with staff as needed. All medications are stored and dispensed according to district practice. Health care plans are developed for students with chronic diseases and made available to the respective teachers.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	3.0	5.1	0.8	9.0	9.8	6.6
Expulsions	0.0	0.0	0.0	0.1	0.2	0.1

III. School Facilities

School Facility Conditions and Improvements

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 school's facilities, restrooms, and grounds are in good repair and condition. Mabel Paine Elementary School was built in 1960. In 2001 a major \$1.2 million modernization of the school facilities was completed. This modernization included upgrading all classrooms with AC, carpeting, paint, cabinetry, plumbing, electrical, and furniture. Each classroom was made Internet accessible with computer stations located in close proximity to each classroom. New playground equipment in all play areas as well as completion of the modernization project in the Kindergarten building has also been completed. To accommodate an anticipated growth in the student population an additional new classroom building was completed in November, 2003. The campus is clean and well maintained through the services of 1.5 custodians – day and evening. Mabel Paine School has always maintained clean facilities, including restrooms.

Our school is also very grateful that we have such a gracious community that helped us modernize our facility. In March 2002, the community overwhelmingly approved Measure Y, a \$102 million facilities bond, which was used to renovate existing schools and build new ones.

School Facility Good Repair Status

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	X			
Mechanical Systems	X			30'S Bldg doors need adjustment- Repairs Made
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			

Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			Water pressure too high, leaking – Repairs Made
Restrooms	X			Faucet leaking in primary boys RR – Repairs Made
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

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		X		

IV. 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 CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	25	18	19	1115
Without Full Credential	2	1	0	25
Teaching Outside Subject Area of Competence	-	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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	3	4
Total Teacher Misassignments	0	3	4
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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

Location of Classes	Percent of Classes In Core Academic Subjects
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	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.3	0.7
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	99.3	0.7

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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	100% of PYLUSD students have access to high quality, up-to-date textbooks that are on the State list for the current adoption cycle, aligned to state standards, and approved by the Board of Education.	0
Mathematics	100% of PYLUSD students have access to high quality, up-to-date textbooks that are on the State list for the current adoption cycle, aligned to state standards, and approved by the Board of Education.	0
Science	100% of PYLUSD students have access to high quality, up-to-date textbooks that are on the State list for the current adoption cycle, aligned to state standards, and approved by the Board of Education.	0
History-Social Science	100% of PYLUSD students have access to high quality, up-to-date textbooks that are on the State list for the current adoption cycle, aligned to state standards, and approved by the Board of Education.	0
Foreign Language	100% of PYLUSD students have access to high quality, up-to-date textbooks that are on the State list for the current adoption cycle, aligned to state standards, and approved by the Board of Education.	0
Health	100% of PYLUSD students have access to high quality, up-to-date textbooks that are on the State list for the current adoption cycle, aligned to state standards, and approved by the Board of Education.	0
Science Laboratory Equipment (grades 9-12)	100% of PYLUSD students have access to high quality, up-to-date textbooks that are on the State list for the current adoption cycle, aligned to state standards, and approved by the Board of Education.	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other

schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$1,468,028	NA	\$4,270	
District	NA	NA	\$7,048	\$68518
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$4943	\$60032
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded

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

The school district receives funds from the state which go to pay for staff salaries, school operations, facilities improvements, services for the school and district-wide programs such as music, health, physical education, and more. Each school also receives a “school unit budget.” Site staff determines expenditures that are approved by the School Site Council comprised of teachers, parents, and the principal. PTA also gifts funds to the school to be used for a variety of programs beneficial to the children.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37195	\$38937
Mid-Range Teacher Salary	\$68957	\$61080
Highest Teacher Salary	\$86509	\$76443
Average Principal Salary (Elementary)	\$105416	\$99694
Average Principal Salary (Middle)	\$112661	\$103687
Average Principal Salary (High)	\$126166	\$112983
Superintendent Salary	\$197051	\$195054
Percent of Budget for Teacher Salaries	43.1 %	40.1 %
Percent of Budget for Administrative Salaries	5.1 %	5.4 %

VIII. 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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

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

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	56	51	54	57	59	60	40	42	43
Mathematics	69	63	58	59	61	60	38	40	40
Science	44	26	32	45	53	56	27	35	38
History-Social Science				51	52	50	32	33	33

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	*	*	*	
American Indian or Alaska Native				
Asian	50	69	*	
Filipino	*	*	*	
Hispanic or Latino	31	48	20	
Pacific Islander				
White (not Hispanic)	65	60	36	
Male	48	57	28	
Female	61	59	34	
Economically Disadvantaged	31	31	12	
English Learners	13	32	*	
Students with Disabilities	40	20	*	
Students Receiving Migrant Education Services	*	*		

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	55	52	42	55	55	58	41	42	42
Mathematics	74	69	58	66	68	68	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	29	53
Pacific Islander		
White (not Hispanic)	53	66
Male	34	59
Female	50	57
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

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 this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. 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.

Grade Level	Percent of Students Meeting Fitness Standards
5	52.60
7	
9	

IX. 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 CDE 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. 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	2004	2005	2006
Statewide	8	8	8
Similar Schools	4	2	2

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			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	11	-17	-12	802
African American				
American Indian or Alaska Native				
Asian	11			
Filipino				
Hispanic or Latino	26	-3	-52	705
Pacific Islander				
White (not Hispanic)	5	-7	3	841
Socioeconomically Disadvantaged	-41			
English Learners	N/A			
Students with Disabilities	N/A			

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 CDE Web site 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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	12.5

X. School Completion and Postsecondary Preparation

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)				1.0	0.3	0.4	3.2	3.1	3.5
Graduation Rate				96.1	96.4	96.9	85.3	85.0	83.0

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	NA
Percent of pupils completing a CTE program and earning a high school diploma	NA
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

Courses for University of California and/or California State University Admission

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 CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	Na
Graduates Who Completed All Courses Required for UC/CSU Admission	Na

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	NA	180 days
10	NA	180 days
11	NA	180 days
12	NA	180 days