Dunsmore Elementary School

School Accountability Report Card, 2008–2009

Glendale Unified School District

》 **An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.**

2008 CALIFORNIA
DISTINGUISHED SCHOOL

Dunsmore Elementary School

School Accountability Report Card, 2008–2009
Glendale Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2008–2009 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/ links_2009_en.html

Reports about other schools are available on the **California Department of Education Web site**. Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

4717 Dunsmore Ave.
La Crescenta, CA 91214
Principal: Karen Stegman
Phone: (818) 248-1758

How to Contact Our District

223 North Jackson St.
Glendale, CA 91206
Phone: (818) 241-3111
http://gusd.net/

›› Contents

Dunsmore Elementary School

School Accountability Report Card, 2008–2009
Glendale Unified School District

» Principal's Message

In 2008–2009, Dunsmore made great progress towards helping students improve the organization of their thoughts to enhance academic writing. Our community works cooperatively to ensure academic success by using high levels of collaboration, effective communication, strategic planning, and an unwavering belief that all students can achieve. Student achievement is frequently celebrated. Our Academic Performance Index (API) has increased 51 points from 854 in 1999 to 905 in 2009. Success is directly correlated to the countless volunteer service hours provided by parents, high school and college students, grandparents, and community members. Teachers and staff spend countless hours with peers and parents exchanging ideas and strategies to improve instruction. Together we strive for excellence in student achievement. We are a shining example of a successful elementary school!

Karen Stegman, PRINCIPAL

Grade range and calendar
K–6
TRADITIONAL

Academic Performance Index
905
County Average: 783
State Average: 792

Student enrollment
463
County Average: 608
State Average: 518

Teachers
22
County Average: 30
State Average: 26

Students per teacher
22
County Average: 20
State Average: 20

School Expenditures

A combination of state and federal funding is used to cover all aspects of our instructional program. During the current fiscal climate, the strong PTA and Foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Safety

We last revised our safety plan in February 2009. The plan, which we update once a year, covers the safety procedures we follow in emergency situations. It includes procedures for earthquakes, fires, intruders, mudslides and hazardous gases. We distribute the safety plan to teachers, the district office, and to the school site. Our School Site Council approves the plan. Communicating with parents during emergencies is of utmost importance. Our staff uses cell phones and the ConnectEd automated phone system to contact parents regularly, including during a crisis.

Many individuals work together to make our school a safe place to learn, including teachers, parents, crossing guards, students, custodial staff, educational assistants, and the principal. Before school a team of adults, including parents, teachers, and a morning assistant, monitors school grounds and surrounding areas for safety. During recess, teachers and noon-duty assistants supervise the playground. After school, parents and the principal continue to monitor the campus until all students have left for the day. Student safety is closely monitored during morning drop-off and afterschool pickup times. During the school day, we ask that all visitors to Dunsmore come to the office first to sign in and get a visitor's sticker. For more information on our school's procedures for dropping off and picking up students, please contact your child's teacher.

We take discipline seriously at Dunsmore. While encouraging proper behavior, when students do break school rules, we inform their parents. Appropriate consequences are used to ensure that students understand and appreciate the rules. We provide parents with a copy of the rules we expect students to follow to maintain their safety.

Buildings

The main buildings on our campus were built in 1949. The last major renovations took place during the 2006–2007 school year. The district's facilities staff provides excellent maintenance and cleaning of our buildings and grounds. Our custodial staff takes pride in their work to maintain the appearance and cleanliness of our campus. Volunteers from the PTA supplement their efforts and assist with gardening projects.

We have three modular or portable classrooms on our campus. Using these portable classrooms help us to provide opportunities for our library, cafeteria, handicapped student facilities, computer lab, and auditorium to be used for the whole student population. Our buildings are equipped with handicapped ramps and are handicapped accessible.

Parent Involvement

We have a number of volunteer opportunities for parents. Inside the classroom, parents may help students improve basic skills or provide additional help to students who need it.

Outside the classroom, parents may volunteer in the library, on the playground, or at drop-off and pick-up times. Parent volunteers also provide support while chaperoning events and field trips, help with theater, art and music productions, and working in the garden.

The Dunsmore School PTA is our school's active parent association. This group does many things to make our school a success, including beautifying our campus, providing food at events, chaperoning and organizing assemblies, events, field trips, and planning fund-raisers. Without the help and support of our parent community, our school would not have attained its level of academic achievement, its updated computer lab, its beautiful campus, its family atmosphere, or its sense of community.

Teachers hold conferences with parents once a year and parents are required to attend. Back to School Night and Spring Open House provide parents with an opportunity to tour the school and classrooms with their children, meet teachers and staff, and find out what our students are learning. We strongly encourage parents to attend at least one of these events. We also encourage all parents to volunteer at our school or donate funds to support our programs.

We send report cards home to parents three times a year. Parents may request translations of documents, newsletters, and meetings in any language at any time.

For more information about volunteer opportunities call (818) 248-1758 and ask for any of the following contacts:

Kathleen Combs, PTA president and drama program

Michael LeFevre, Dunsmore's Foundation president and art docent program

Wendy Hart, science docent program

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

Dunsmore's API was 905 (out of 1000). This is an increase of 11 points compared with last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2007–2008 test results, we started the 2008–2009 school year with a base API of 894. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all elementary schools in California, our school ranked 10 out of 10.
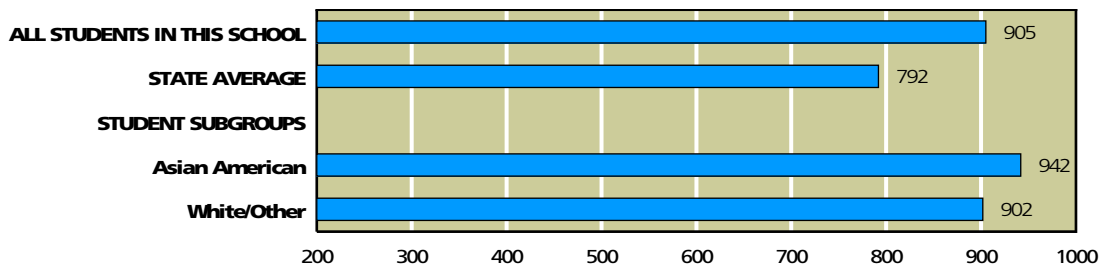
SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 5 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the **CDE Web site**.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We met our assigned growth targets during the 2008–2009 school year. Just for reference, 64 percent of elementary schools statewide met their growth targets.

CALIFORNIA **API** ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**905**
Growth attained from prior year	**+11**
Met subgroup* growth targets	**Yes**

SOURCE: API based on spring 2009 test cycle. Growth scores alone are displayed and are current as of December 2009.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals.
R/P - Results pending due to challenge by school.
N/A - Results not available.

API, Spring 2009

SOURCE: API based on spring 2009 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Glendale Unified School District

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all 17 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 46 percent on the English/language arts test and 47.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 650 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL **AYP** ADEQUATE YEARLY PROGRESS	
Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Program Improvement school in 2009	**No**

SOURCE: AYP is based on the Accountability Progress Report of December 2009. A school can be in Program Improvement based on students' test results in the 2008–2009 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

🟢 MET GOAL   🔴 DID NOT MEET GOAL   ▬ NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 46% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 47.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	🟢	🟢	🟢	🟢
SUBGROUPS OF STUDENTS				
Students learning English	🟢	🟢	🟢	🟢
STUDENTS BY ETHNICITY				
Asian American	🟢	🟢	🟢	🟢
White/Other	🟢	🟢	🟢	🟢

SOURCE: AYP release of September 2009, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2008–2009 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.
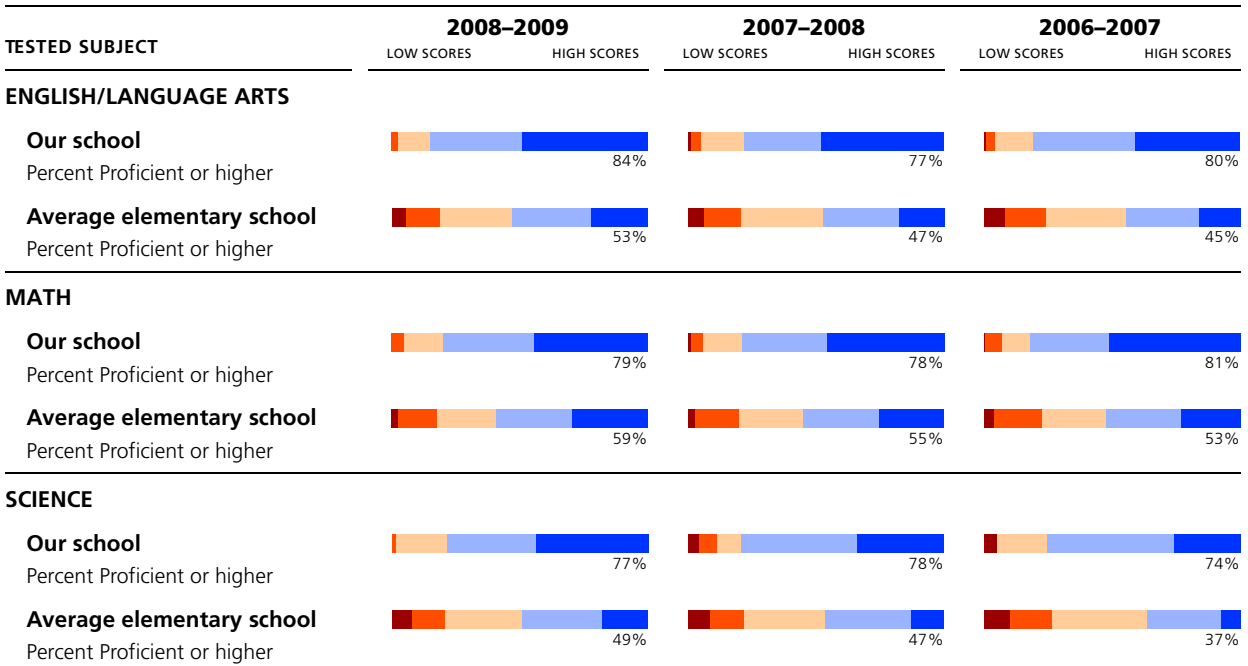
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

TESTED SUBJECT	2008–2009 LOW SCORES / HIGH SCORES	2007–2008 LOW SCORES / HIGH SCORES	2006–2007 LOW SCORES / HIGH SCORES
ENGLISH/LANGUAGE ARTS			
Our school Percent Proficient or higher	84%	77%	80%
Average elementary school Percent Proficient or higher	53%	47%	45%
MATH			
Our school Percent Proficient or higher	79%	78%	81%
Average elementary school Percent Proficient or higher	59%	55%	53%
SCIENCE			
Our school Percent Proficient or higher	77%	78%	74%
Average elementary school Percent Proficient or higher	49%	47%	37%

SOURCE: The scores for the CST are from the spring 2009 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 53 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 59 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE's Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You'll also find a **guide** to navigating the STAR Web site as well as help for understanding how to **compare test scores**.

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		84%	96%	**SCHOOLWIDE AVERAGE:** About 31 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		50%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		53%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
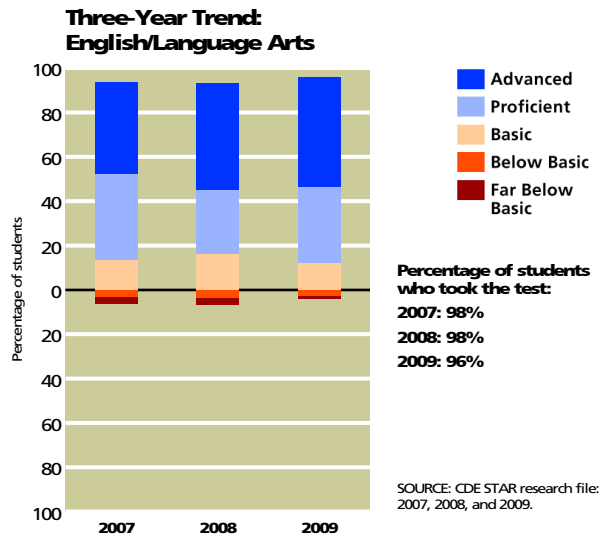
■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		82%	157	**GENDER:** About three percent more girls than boys at our school scored Proficient or Advanced.
Girls		85%	178	
English proficient		88%	306	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE	N/S	29	
Low income	NO DATA AVAILABLE	N/A	20	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		84%	314	
Learning disabled	NO DATA AVAILABLE	N/A	32	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		86%	303	
Asian American		88%	74	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		85%	215	

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N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for **English/ language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts

Legend:
■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2007: 98%
2008: 98%
2009: 96%

SOURCE: CDE STAR research file: 2007, 2008, and 2009.

Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES ⟶ HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		79%	96%	**SCHOOLWIDE AVERAGE:** About 20 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		59%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		59%	93%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

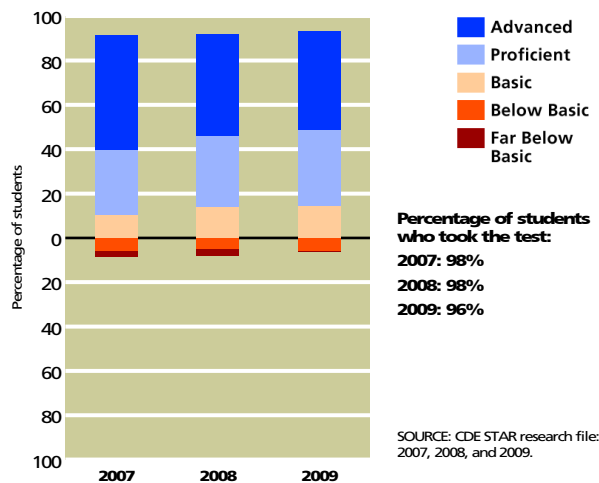■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES ⟶ HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		79%	159	**GENDER:** The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		79%	178	
English proficient		83%	307	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		36%	30	
Low income	NO DATA AVAILABLE	N/A	20	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		80%	316	
Learning disabled	NO DATA AVAILABLE	N/A	34	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		83%	303	
Asian American		86%	74	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		79%	217	

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You can read the **math standards** on the CDE's Web site.

Three-Year Trend: Math

Legend:
■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2007: 98%
2008: 98%
2009: 96%

SOURCE: CDE STAR research file: 2007, 2008, and 2009.

Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
█ FAR BELOW BASIC █ BELOW BASIC █ BASIC █ PROFICIENT █ ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		77%	97%	**SCHOOLWIDE AVERAGE:** About 28 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		47%	96%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		49%	95%	

Subgroup Test Scores

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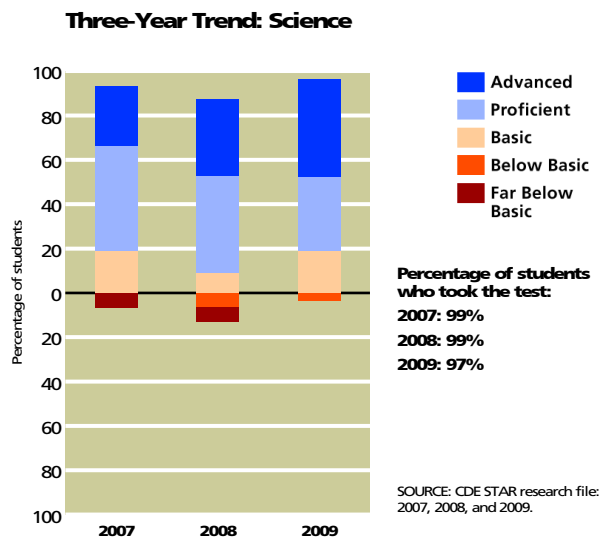**█ FAR BELOW BASIC, BELOW BASIC, AND BASIC █ PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		80%	35	**GENDER:** About four percent more boys than girls at our school scored Proficient or Advanced.
Girls		76%	49	
English proficient		77%	84	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	N/A	
Low income	NO DATA AVAILABLE	N/A	4	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		78%	79	
Learning disabled	NO DATA AVAILABLE	N/A	5	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		80%	79	
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	23	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		74%	53	

SOURCE: The scores for the CST are from the spring 2009 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE's Web site.

Three-Year Trend: Science

Legend:
- █ Advanced
- █ Proficient
- █ Basic
- █ Below Basic
- █ Far Below Basic

Percentage of students who took the test:
2007: 99%
2008: 99%
2009: 97%

SOURCE: CDE STAR research file: 2007, 2008, and 2009.

STUDENTS

Students' English Language Skills

At Dunsmore, 88 percent of students were considered to be proficient in English, compared with 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	88%	65%	68%
English Learners	12%	35%	32%

SOURCE: Language Census for school year 2008–2009. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 56 students classified as English Learners. At Dunsmore, the language these students most often speak at home is Armenian. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	18%	88%	84%
Vietnamese	0%	1%	3%
Cantonese	7%	2%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	1%	2%
Korean	34%	2%	1%
Khmer/Cambodian	0%	0%	0%
All other	41%	6%	8%

SOURCE: Language Census for school year 2008–2009. County and state averages represent elementary schools only.

Ethnicity

Most students at Dunsmore identify themselves as White/European American/Other. In fact, there are about three times as many White/European American/Other students as Asian/Pacific Islander students, the second-largest ethnic group at Dunsmore. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	0%	9%	7%
Asian American/ Pacific Islander	25%	10%	11%
Hispanic/Latino	8%	64%	50%
White/European American/ Other	66%	18%	32%

SOURCE: CBEDS census of October 2008. County and state averages represent elementary schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $39,220 a year (based on a family of four) in the 2008–2009 school year. At Dunsmore, six percent of the students qualified for this program, compared with 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	6%	67%	56%
Parents with some college	83%	49%	55%
Parents with college degree	68%	28%	31%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2008–2009 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 83 percent of the students at Dunsmore have attended college and 68 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 72 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grade levels.

The average class size at Dunsmore varies across grade levels from a low of 19 students to a high of 36. Our average class size schoolwide is 25 students. The average class size for elementary schools in the state is 22 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	20	20	20
First grade	20	19	19
Second grade	19	19	19
Third grade	20	20	20
Fourth grade	36	27	28
Fifth grade	34	27	29
Sixth grade	35	29	29

SOURCE: CBEDS census, October 2008. County and state averages represent elementary schools only.

Discipline

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2008–2009 school year, we had 19 suspension incidents. We had no incidents of expulsion. To make it easy

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2008–2009	4	4	5
2007–2008	1	4	6
2006–2007	4	6	5
Expulsions per 100 students			
2008–2009	0	0	0
2007–2008	0	0	0
2006–2007	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

LEADERSHIP, TEACHERS, AND STAFF

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	16	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	7%	9%
Teachers holding an MA degree or higher	Percentage of teachers with an MA or higher from a graduate school	55%	42%	36%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a BA degree from a four-year college	45%	58%	64%

SOURCE: Professional Assignment Information Form (PAIF), October 2008, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

None of our teachers has fewer than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 16 years of experience. About 45 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 55 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	95%	98%	98%
Trainee credential holders	Percentage of staff holding an internship credential	5%	2%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	0%	1%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	1%

SOURCE: PAIF, October 2008. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 95 percent of the faculty at Dunsmore hold a full credential. This number is close to the average for all elementary schools in the state. About five percent of the faculty at Dunsmore hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just one percent). About 86 percent of the faculty at Dunsmore hold the elementary (multiple-subject) credential. This number is below the average for elementary schools in California, which is 90 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	5%	2%	2%

SOURCE: Professional Assignment Information Form (PAIF) of October 2008. Data on NCLB standards is from the California Department of Education, SARC research file.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "**highly qualified**." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation** (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About five percent of our teachers were working without full credentials, compared with two percent of teachers in elementary schools statewide.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standards. We show how these teachers are distributed among schools according to the percentage of low–income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced–price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in "highly qualified" teacher assignments.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	7%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	13%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	5%

SOURCE: Data is from the California Department of Education, SARC research file.

The average percentage of courses in our district not taught by a "highly qualified" teacher is six percent, compared with one percent statewide. For schools with the highest percentage of low-income students, this factor is 13 percent, compared with zero percent statewide. For schools with the lowest percentage of low–income students, this factor is five percent, compared with zero percent statewide.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2008.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of December 2009. The CDE may release additional or revised data for the 2008–2009 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2008 census); Language Census (March 2009); California Achievement Test and California Standards Tests (spring 2009 test cycle); Academic Performance Index (September 2009 growth score release); Adequate Yearly Progress (September 2009).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2009–2010. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2008–2009 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.

TEACHERS

Teacher Vacancies

KEY FACTOR	2007–2008	2008–2009	2009–2010
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	23	21	21
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES:

There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time, and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

Teacher Misassignments

A "misassigned" teacher is one who lacks the appropriate subject-area authorization for a class she is teaching. Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2007–2008	2008–2009	2009–2010
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	3	2	2
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES:.

Staff Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2008–2009	3
2007–2008	3.00
2006–2007	3.00

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

This information was collected on 11/30/2009.

NOTES:

TAUGHT AT OUR SCHOOL?	SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
		STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
☒	English	☒	☒	☒	100%
☒	Math	☒	☒	☒	100%
☒	Science	☒	☒	☒	100%
☒	Social Science	☒	☒	☒	100%
☐	Foreign Languages	☐	☐	☐	
☐	Health	☐	☐	☐	
☐	Visual/Performing Arts	☐	☐	☐	

Textbooks in Use

Here are some of the textbooks we use for our core courses.

SUBJECT AND TITLE	PUBLISHER	YEAR ADOPTED
ENGLISH/LANGUAGE ARTS		
Reading-California	Houghton Mifflin	2003
The language of Literature	McDougal Littell	2003
MATH		
Everyday Mathematics	MacMillan-McGraw Hill	1997
SCIENCE		
California Science	MacMillan McGraw-Hill	2007
California Earth Science	Prentice Hall	2007
SOCIAL SCIENCE		
Reflectionis: California Series	Harcourt	2006
California Vistas	McMillan McGraw-Hill	2006
World History, Ancient Civilizations	McDougal Littell	2006

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

INSPECTORS AND ADVISORS: This report was completed on 01/04/2010 by R. Carroll.
The most recent facilities inspection occurred on 02/14/2009.

ADDITIONAL INSPECTORS: There were no other inspectors used in the completion of this form.

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
Overall Rating	**Good**	No apparent problems
A. Systems	**Good**	
1. Gas	**Good**	No apparent problems
2. Mechanical/HVAC	**Good**	No apparent problems
3. Sewer	**Good**	No apparent problems
B. Interior Surfaces	**Good**	
1. Interior Surfaces	**Good**	No apparent problems
C. Cleanliness	**Good**	
1. Overall cleanliness	**Good**	No apparent problems
2. Pest/Vermin	**Good**	No apparent problems
D. Electrical Components	**Good**	
1. Electrical Components	**Good**	No apparent problems
E. Restrooms/Fountains	**Good**	
1. Restrooms	**Good**	No apparent problems
2. Drinking Fountains	**Fair**	No apparent problems
F. Safety	**Good**	
1. Fire Safety	**Good**	No apparent problems
2. Hazardous Materials	**Good**	No apparent problems

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
G. Structural	**Good**	
1. Structural Damage	**Good**	No apparent problems
2. Roofs/Gutters	**Good**	No apparent problems
H. External	**Good**	
1. Windows/Doors/Gates/Fences	**Good**	No apparent problems
2. Playgrounds/School Grounds	**Good**	No apparent problems

SCHOOL FINANCES, 2007–2008

We are required to report financial data from the 2007–2008 school year by the California Dept. of Education. More recent financial data is available on request from the district office.

Spending per Student

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA) for the 2007-2008 school year.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

$$\frac{(\text{SCHOOL AMOUNT} - \text{DISTRICT AVERAGE})}{\text{DISTRICT AVERAGE}}$$

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
Unrestricted funds ($/student)	$4,317.00	$5,492.00	27%	$5,495	27%
Restricted funds ($/student)	$733.00	$3,411.00	365%	$3,099	322%
Total ($/student)	$5,050.00	$8,903.00	76%	$8,594	70%

Compensation for Staff with Teaching Credentials

To make comparisons possible across schools and districts of varying sizes, we report our compensation per full-time equivalent (FTE) certificated staff.* A teacher/administrator/pupil services person who works full-time counts as 1.0 FTE. Those who work only half-time count as 0.5 FTE.

CERTIFICATED STAFF*	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
Salary ($/certificated staff)	$68,402.00	$68,293.00	0%	$72,020	5%
Benefits ($/certificated staff)	$22,084.00	$21,115.00	4%	$15,548	29%
Total ($/certificated staff)	$90,486.00	$89,408.00	1%	$87,568	3%

* A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute, or temporary teachers and most administrators.

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card as well as data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.

STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	463
African American	0%
American Indian or Alaska Native	0%
Asian	21%
Filipino	4%
Hispanic or Latino	8%
Pacific Islander	0%
White (not Hispanic)	61%
Multiple or no response	4%
Socioeconomically disadvantaged	6%
English Learners	9%
Students with disabilities	13%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2008. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	52
Grade 1	64
Grade 2	66
Grade 3	61
Grade 4	62
Grade 5	85
Grade 6	73
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2008.

Average Class Size by Grade Level

GRADE LEVEL	2006–2007	2007–2008	2008–2009
Kindergarten	19	18	20
Grade 1	19	20	20
Grade 2	20	19	19
Grade 3	20	20	20
Grade 4	36	33	36
Grade 5	36	30	34
Grade 6	32	35	35
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	N/A	20
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	35	35
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2008.

Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2006–2007			2007–2008			2008–2009		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	3	0	0	3	0	0	2	0	0
Grade 1	3	0	0	2	1	0	3	0	0
Grade 2	3	0	0	3	0	0	3	0	0
Grade 3	4	0	0	3	0	0	3	0	0
Grade 4	0	0	2	0	1	1	0	0	2
Grade 5	0	0	2	0	1	0	0	0	1
Grade 6	0	2	1	0	0	2	0	0	2
Combined K–3	0	0	0	0	0	0	1	0	0
Combined 3–4	0	0	0	0	0	0	0	0	0
Combined 4–8	0	0	0	0	0	2	0	0	1
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2008.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2006–2007	**2007–2008**	**2008–2009**	**2008–2009**
With Full Credential	24	22	21	1,191
Without Full Credential	0	1	1	40

SOURCE: CBEDS, October 2008, Professional Assignment Information Form (PAIF) section.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table below shows the percentage of students at our school who scored within the "healthy fitness zone" on four, five, and all six tests. More information about **physical fitness testing and standards** is available on the CDE Web site.

	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
GRADE LEVEL	**FOUR OF SIX STANDARDS**	**FIVE OF SIX STANDARDS**	**SIX OF SIX STANDARDS**
Grade 5	9%	15%	69%
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

<div style="background:blue;color:white;text-align:center">**STUDENT PERFORMANCE**</div>

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most current three-year period.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**
English/ language arts	80%	77%	82%	58%	59%	63%	43%	46%	50%
Mathematics	81%	78%	77%	57%	58%	60%	40%	43%	46%
Science	74%	78%	76%	52%	62%	64%	38%	46%	50%

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most recent testing period.

	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED		
STUDENT GROUP	**ENGLISH/ LANGUAGE ARTS 2008–2009**	**MATHEMATICS 2008–2009**	**SCIENCE 2008–2009**
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	88%	87%	87%
Filipino	86%	86%	N/A
Hispanic or Latino	54%	50%	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	83%	77%	71%
Boys	80%	77%	78%
Girls	84%	78%	74%
Economically disadvantaged	70%	52%	N/A
English Learners	44%	44%	N/A
Students with disabilities	53%	43%	N/A
Students receiving migrant education services	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

NAEP: California's 4th and 8th Graders Compared to Students Nationally

Federal education officials want parents to understand how their state's students compare to students nationally. For this purpose, they created the test called the National Assessment of Educational Progress (NAEP). It is sometimes called the Nation's Report Card. Students in grades four, eight, and twelve take this test in nine subject areas. The NAEP test results are not valid for schools or districts. For that reason, you only see results below for students statewide.

Reading and Math Results

This table shows the average NAEP score (scores range from zero to 500) for the state and the nation, and the percentage of California students grouped into each of three achievement levels (Basic, Proficient, and Advanced). We compare our state's fourth and eighth graders with their peers in the U.S. in reading and math.

	AVERAGE SCALE SCORE		PERCENTAGE OF CA STUDENTS AT EACH ACHIEVEMENT LEVEL		
SUBJECT AND GRADE LEVEL	STATE	NATIONAL	BASIC	PROFICIENT	ADVANCED
Reading 2007, Grade 4	209	220	30%	18%	5%
Reading 2007, Grade 8	251	261	41%	20%	2%
Mathematics 2007, Grade 4	232	239	41%	25%	5%
Mathematics 2007, Grade 8	270	282	36%	18%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.

Participation Rates for Students with Disabilities and English Learners

This table shows the percentage of the nation's and California's students with disabilities and English Learners who took the test called the National Assessment of Educational Progress (NAEP).

	STATE PARTICIPATION RATE		NATIONAL PARTICIPATION RATE	
SUBJECT AND GRADE LEVEL	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS
Reading 2007, Grade 4	74%	93%	65%	80%
Reading 2007, Grade 8	78%	92%	66%	77%
Mathematics 2007, Grade 4	79%	96%	84%	94%
Mathematics 2007, Grade 8	85%	96%	78%	92%

SOURCE: School Accountability Report Card unit of the California Department of Education.

For further information, you can read what the California Department of Education says about the **differences between the California Standards Tests and the National Assessment of Educational Progress**. The NAEP Web site includes background information for parents about the **Nation's Report Card**. Educators can learn more by going to the **NAEP Web site**.

<div align="center">**ACCOUNTABILITY**</div>

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at **http://www.cde.ca.gov/ta/ac/ap/**.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2006–2007	2007–2008	2008–2009
Statewide rank	10	10	10
Similar-schools rank	9	8	5

SOURCE: The API Base Report from August 2009.

API Changes by Subgroup: Three-Year Comparison

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

	ACTUAL API CHANGE			API
SUBGROUP	2006–2007	2007–2008	2008–2009	2008–2009
All students at the school	-6	-20	+11	905
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	-6	+0	-6	942
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	-18	-19	+7	902
Economically disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2009.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):
(a) a 95-percent participation rate on the state's tests
(b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests
(c) an API of at least 590 or growth of at least one point

AYP for the District

Whether the district met the federal requirement for AYP overall,
and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in September 2009.

Intervention Program: District Program Improvement (PI)

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)
 and for each grade span or on the same indicator (API or graduation rate). After entering PI,
districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	1
Percentage of schools currently in PI	3%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in
September 2009.

DISTRICT EXPENDITURES

According to the CDE's SARC Data Definitions, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2008–09 data in most cases. Therefore, 2007–08 data are used for report cards prepared during 2009–10."

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the **CDE's Web site.**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2007–2008			
Total expenses	$225,716,392	N/A	N/A
Expenses per student	$8,270	$8,680	$8,594
FISCAL YEAR 2006–2007			
Total expenses	$208,246,634	N/A	N/A
Expenses per student	$7,548	$8,193	$8,117

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2007–2008

This table reports the salaries of teachers and administrators in our district for the 2007–2008 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	$42,451	$42,065
Midrange teacher's salary	$65,170	$67,109
Highest-paid teacher's salary	$88,157	$86,293
Average principal's salary (elementary school)	$108,488	$107,115
Superintendent's salary	$245,220	$216,356
Percentage of budget for teachers' salaries	43%	39%
Percentage of budget for administrators' salaries	5%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.