# For Linwood E. Howe Elementary School

| | | | |
|---|---|---|---|
| **Address:** | 4100 Irving Pl., Culver City CA 90232-2812 | **Phone Number:** | (310) 842-4338 |
| **Principal:** | Rosalind La Briola | **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 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 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

Linwood E. Howe Elementary School is one of five Elementary schools in the Culver City Unified School District. We are located in the suburban community of Culver City; which is a community of less than five square miles, situated about five miles west of downtown Los Angeles. Lin Howe has a friendly and warm community of parents who are supportive and welcome on our campus. Teachers, specialist, support staff, and the principal are readily available for questions, concerns, and updates on how students are progressing. Parents are encouraged to visit and volunteer in the classrooms and on field trips.

| Student Enrollment | |
|---|---|
| **Group** | **Enrollment** |
| Number of Students | 503 |
| African American | 12.1 % |
| American Indian or Alaska Native | 0.0 % |
| Asian | 2.6 % |
| Filipino | 1.8 % |
| Hispanic or Latino | 49.5 % |
| Pacific Islander | 0.4 % |
| White (Not Hispanic) | 21.1 % |
| Multiple or No Response | 12.5 % |
| Socioeconomically Disadvantaged | 44.5 % |
| English Learners | 25.0 % |
| Students with Disabilities | 15.0 % |

| Teachers | |
|---|---|
| **Indicators** | **Teachers** |
| Teachers With Full Credential | 25 |
| Teachers Without Full Credential | 0 |
| Teachers Teaching Outside Subject Area of Competence | 0 |
| Misassignments of Teachers of English Learners | 0 |
| Total Teacher Misassignments | 0 |

## School Facilities

**Summary of Most Recent Site Inspection**

All Culver City Schools are inspected and repaired on a regular basis. Any major work needed is done during the summer months when the schools are not in session. Health and Safety issues are repaired immediately.

**Repairs Needed**

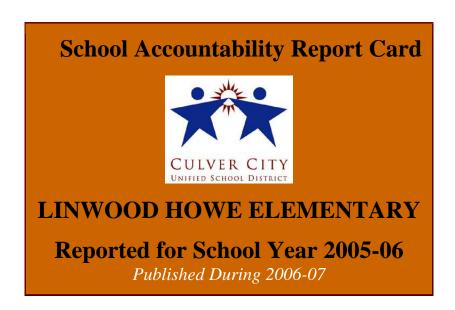As repairs are done on a needed basis, there are no repairs needed.

**Corrective Actions Taken or Planned**

At present, there are no repairs needed.

### Curriculum and Instructional Materials

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

### Student Performance

| Subject | Students Proficient and Above on California Standards Tests |
|---|---|
| English-Language Arts | 45 |
| Mathematics | 55 |
| Science | 39 |
| History-Social Science | |

### Academic Progress

| Indicator | Result |
|---|---|
| 2006 API Growth Score (from 2006 API Growth Report) | 767 |
| Statewide Rank (from 2005 API Base Report) | 6 |
| 2006-07 Program Improvement Status | Not in PI |

# School Accountability Report Card

# LINWOOD HOWE ELEMENTARY

## Reported for School Year 2005-06
*Published During 2006-07*

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 school's contact information.

| School | | District | |
|---|---|---|---|
| **School Name** | Linwood E. Howe Elementary | **District Name** | Culver City Unified |
| **Street** | 4100 Irving Pl. | **Superintendent** | Dr. Laura McGaughey |
| **City, State, Zip** | Culver City, CA    90232-2812 | **Street** | 4034 Irving Pl. |
| **Phone Number** | (310) 842-4338 | **City, State, Zip** | Culver City, CA    90232-2810 |
| **Principal** | Rosalind La Briola | **Phone Number** | (310) 842-4220 |
| **E-mail Address** | rosalindlabriola@ccusd.org | **FAX Number** | (310) 842-4205 |

## School Description and Mission Statement

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

MISSION STATEMENT:  At Linwood E. Howe Elementary School, we continue to provide a safe environment for our diverse student population, in order for our students to become productive members of our society.  Linwood Howe school develops learners who are motivated to read, write, think, problem solve, and apply their learning to their everyday lives.  Recognizing the varied learning styles and English Language Development of our students, we provide a curriculum that is accessible to all learners.  Our goal is to develop students who are successful learners and demonstrate the characteristics of responsibility, respect and resourcefulness.

Our school community fosters mutual respect among all of its members, including parents, students, teaches, staff, and other groups.  Opportunities for parent involvement and partnership are regularly provided and encouraged.  Our teachers maintain professionalism through ongoing communication, collaboration, problem solving, and participation in professional growth opportunities.  At Linwood Howe School, we distinguish ourselves by continually striving for excellence as a learning community.

SCHOOL DESCRIPTION

 "The California Standards Test assesses [California] grade level standards." The results of the CST assessments are used to modify and improve classroom instruction. Information from the assessments is also used to identify individual students who may need interventions to bring them up to content area, grade level standards. Linwood E. Howe Elementary School continually strives toward improved achievement. Our teachers emphasize the California State Standards in all curricular areas and they regularly analyze students' strengths and weaknesses to develop individual and grade level plans to improve student achievement. The CAT6 test is a norm referenced test the compares our students with other, same grade level students who take the CAT6 through out the United States. Unlike California Standards Test, the CAT6 doesn't necessarily match the specific grade level standards we follow in California. Therefore, it is not as useful an instrument to help teachers guide instruction. Currently, only third graders take the CAT6 in California elementary schools.

Public schools in California are required to meet certain academic performance standards each year. These standards were set by the California State Board of Education using guidelines from the Federal Government's No Child Left Behind (NCLB) Law. The NCLB law requires that all students perform at the proficient level or above in the content level areas by the year 2014. Our State School Board defined annual growth goals for California students that increase each year toward the goal of 100% proficiency for all by 2014

The regular school day has been extended to offer numerous after school programs to meet to meet the various needs and interests of our diverse population: The Reading and Math Academies are designed for children who are performing at a basic level to help them reach a level of proficiency at their appropriate grade level;  The Viking Club is a program that helps students who are performing below basic level to solidify the basic skills needed to meet grade level expectations; our ELD academy focuses on working with English Language Learners to increase their language proficiency.  Title I and School Improvement funds pay for all our supplemental remediation programs.  We are also fortunate to have The Rolling Readers' Program at Linwood Howe to promote reading with our students.  Rolling Readers are a cadre of trained volunteers who work with our students on reading, one-to-one, every week.  The Long Beach Volunteer Center adds to the mix by providing free backpacks to all our first grade students.  The backpacks are filled with books and other learning materials for each student to keep and use at home.

Linwood Howe School continues to provide numerous after school enrichment classes and

remedial instruction free of charge to our students.  Our fabulous PTA supports these classes by holding annual fund raisers to pay for the classes.  Additionally, thanks to fundraising efforts by Student Council and the PTA, all students have the opportunity to experience exciting, monthly assemblies arranged through the Los Angeles Music Center.  We were awarded a grant from the Drown Foundation to enhance our school-wide writing program.  The theme of the grant was "Every Child an Author – Multimedia Communications."  Because Linwood Howe School is located right in the "Heart of Screenland," grant money and donations were used to improve student writing and build enthusiasm for writing through instruction of narrative and script writing.  Appropriate equipment was purchased and the students were trained to use digital cameras and camcorders. These technical skills enabled our fourth and fifth grade students to direct, act, film, and produce their own short films using the stories and scripts they had written.  Due to Linwood Howe School's community partnership with The Culver Studios and their generosity, our students are able to hold the premier showing of their films at Culver Studios' DeMille Theater.

All of the equipment for our student filmmaking is housed in the Multimedia Communications Center which shares space with our Computer Laboratory.  Donations and School Improve funds were used to add additional computers to the lab for student use.

The Multimedia Communications Center also includes a Multimedia Library for housing student made video tapes and DVDs for sharing with students, parents, and the community.  Through the support of Sony Picture Studios, we also linked up with the Young Storywriters Program.  Professional scriptwriters met with a group of fifth graders on a weekly basis to write scripts.  At the end of the ten week session, the "Big Show" was held in the cafetorium for families, staff, and supporters. The Young Storywriters provided professional actors who acted out each student's script as the child watched his/her own work come to life.  What a thrill that was for all involved.

The goal of Linwood E. Howe School is to help students become responsible, respectful, and resourceful young adults.  Our school community demonstrates respect among parents, students, teachers, and staff.  We encourage all parents to become involved in a least one school committee or activity.  Lin Howe's PTA, Site Council, English Language Advisory Council (ELAC), and Gifted and Talented Education (GATE) Parent Advisory Committee are strong advocates for the school.  We are truly grateful for our enthusiastic students; incredibly supportive parents and community who help us continue our academic growth.  Our staff of highly experienced teachers and those newer to the profession provides a dynamic mix for our fine educational program.  Our teachers maintain a high degree of professionalism through educational and professional growth training, ongoing communication, collaboration, and group planning and problem solving.  Every teacher was recently provided with an internet ready computer and printer.  All teachers have their own District e-mail addresses so that communication can more easily occur between teachers, parents, the school office and the district office.

 Linwood E. Howe Elementary School is dedicated to its tradition of striving for excellence as a learning community for our students and parents.  The staff at Linwood Howe School invites you to share your ideas with us and to become involved as a member of our school-wide family.

## Opportunities for Parental Involvement

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

The parents in the Culver City Unified School District are involved and interested in the operation of all schools.  The Parent Teacher Student Associations assist in fund raising, scholarships, and assuring that communication flows between all schools and community. Parents also serve on the School Site Council, the District Budget Committee, the English Learner Committees, the strategic Plan Team Advisory Committee, Curriculum Committees, and number of other individual school site committees.  Various business partners sponsor many special events for both students and parents. The Culver City Educational Foundation supports and enhances quality educational programs for every student in the Culver City Unified School District.

## 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 | Grade Level | Number of Students |
|---|---|---|---|
| Kindergarten | 82 | Grade 8 | 0 |
| Grade 1 | 76 | Ungraded Elementary | 0 |
| Grade 2 | 80 | Grade 9 | 0 |
| Grade 3 | 81 | Grade 10 | 0 |
| Grade 4 | 85 | Grade 11 | 0 |
| Grade 5 | 99 | Grade 12 | 0 |
| Grade 6 | 0 | Ungraded Secondary | 0 |
| Grade 7 | 0 | Total Enrollment | 503 |

## 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 | 12.1 | White (not Hispanic) | 21.1 |
| American Indian or Alaska Native | 0.0 | Multiple or No Response | 12.5 |
| Asian | 2.6 | Socioeconomically Disadvantaged | 44.5 |
| Filipino | 1.8 | English Learners | 25.0 |
| Hispanic or Latino | 49.5 | Students with Disabilities | 15.0 |
| Pacific Islander | 0.4 | --- | --- |

## 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 | 2003-04 | | | | 2004-05 | | | | 2005-06 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 19.8 | 4 | | | 19.0 | 4 | | | 20.0 | 4 | | |
| 1 | 21.6 | 4 | 1 | | 18.3 | 4 | | | 18.8 | 4 | | |
| 2 | 20.0 | 5 | | | 19.8 | 5 | | | 19.0 | 4 | | |
| 3 | 19.5 | 4 | | | 20.0 | 4 | | | 20.0 | 4 | | |
| 4 | 27.7 | | 3 | | 26.7 | | 3 | | 26.3 | | 3 | |
| 5 | 31.3 | | 3 | | 27.5 | | 4 | | 31.0 | | 3 | |
| 6 | | | | | | | | | | | | |
| K-3 | | | | | | | | | | | | |
| 3-4 | | | | | | | | | | | | |
| 4-8 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

## Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten trough grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

| Grade Level | Percent of Students Participating | | |
|---|---|---|---|
| | 2003-04 | 2004-05 | 2005-06 |
| K | 100% | 100% | 100% |
| 1 | 100% | 100% | 100% |
| 2 | 100% | 100% | 100% |
| 3 | 100% | 100% | 100% |

# II. School Climate

## School Safety Plan

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

The School Safety Plan was presented to the Board of Education outlining the District's plan and purpose. There are essentially two components: School Climate (strategies to maintain a caring climate) and Physical Environment (attributes of a hospitable environment). The district's priority has: a) updated the individual school plans; b) developed the curriculum requirements in Tolerance education, Safe and drug free education, and tobacco use prevention; c) updated the physical environment; and d) developed a strategic plan. Each site has an emergency plan with a clear set of procedures.

## School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

It is the practice of the school to provide positive programs that will develop and maintain challenging learning experiences and environments to form the character of each student by attracting and supporting the best educational teams for the community.  Such programs include: Science Olympiad, Japanese and Spanish Immersion Program, Naval Science, Special Education, ELD (English Language Development), GATE, Mock Trial, Student Intercultural Committee Robotics, Before and After School Tutoring, Peer Mediation, Site Improvement Council, House of Representatives, Associated Student Body, Leadership Team, Caught Making a Difference Program, after school Math Academy, Academy of Visual and Performing Arts, Speech Debate Clubs, Athletics,.  While all students have access to the core curriculum, individual student needs and interests are reflected in the instructional programs. Challenging learning activities are provided for students at all levels while reinforcement is provided for students requiring more support.

## 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 | | |
|---|---|---|---|---|---|---|
| | 2003-04 | 2004-05 | 2005-06 | 2003-04 | 2004-05 | 2005-06 |
| Suspensions | 5 | 18 | 6 | 246 | 426 | 255 |
| Expulsions | 0 | 0 | 0 | 11 | 18 | 14 |

# 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 Safety Plan was presented to the Board of Education outlining the District's plan and purpose.  There are essentially two components:  School Climate (strategies to maintain a caring climate) and Physical Environment (attributes of a hospitable environment).  The district's priority has:  a) updated the individual school plans; b) developed the curriculum requirements in Tolerance education, Safe and drug free education, and tobacco use prevention; c) updated the physical environment; and d) developed a strategic plan.  Each site has an emergency plan with a clear set of procedures.

## School Facility Conditions 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 | Facility in Good Repair | | Repair Needed and Action Taken or Planned |
|---|---|---|---|
| | **Yes** | **No** | |
| Gas Leaks | X | | |
| Mechanical Systems | X | | |
| 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 | | |
| Restrooms | X | | |
| Sewer | X | | |
| Playground/School Grounds | X | | |
| Other | 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 |
|---|---|---|---|---|
| | **2003-04** | **2004-05** | **2005-06** | **2005-06** |
| With Full Credential | 28 | 26 | 25 | 298 |
| Without Full Credential | 0 | 0 | 0 | 20 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | --- |

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator | 2004-05 | 2005-06 | 2006-07 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 1 | 0 |
| Total Teacher Misassignments | 0 | 1 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

## Core Academic Classes Taught by NCLB 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 http://www.cde.ca.gov/nclb/sr/tq/.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| **This School** | 96.2 | 3.8 |
| **All Schools in District** | 88.0 | 12.0 |
| **High-Poverty Schools in District** | 0.0 | 0.0 |
| **Low-Poverty Schools in District** | 88.0 | 12.0 |

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The Culver City Unified School District strives to hire the best substitutes to provide coverage for teachers when necessary.  Substitutes must complete an application form, and all substitutes are interviewed by two administrators before they are hired.  CCUSD makes every effort to place substitutes with the appropriate credentials in each classroom.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

To ensure and promote quality instruction in all classrooms, the teacher evaluation process was developed from all stakeholders including teachers, district staff and union representation.  The evaluation process is an ongoing and systematic procedure.  Tenured teachers are formally evaluated every other year.  Probationary teachers are evaluated twice every year.  This process includes goal setting, classroom observations, conferences, and progress toward the California Standards for the Teaching Profession (CSTP) and any other appropriate procedures stated on the performance appraisal form.  Both certificated and classified staff members are encouraged to learn and practice new techniques and refine existing skills in order to improve and maximize student learning with state standards.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | | |
| **Library Media Teacher (Librarian)** | | --- |
| **Library Media Services Staff (paraprofessional)** | 1.0 | --- |
| **Psychologist** | | --- |
| **Social Worker** | | --- |
| **Nurse** | 1.0 | --- |
| **Speech/Language/Hearing Specialist** | 1.0 | --- |
| **Resource Specialist (non-teaching)** | | --- |
| **Other** | | --- |

# 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 | Every student has a textbook. | 0 |
| Mathematics | Every student has a textbook. | 0 |
| Science | Every student has a textbook. | 0 |
| History-Social Science | Every student has a textbook. | 0 |
| Foreign Language | | |
| Health | Health is integrated into the Science and P.E. Instruction | |
| Science Laboratory Equipment (grades 9-12) | | |

# VII. School Finances

## Expeditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 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 | | | | |
| District | --- | --- | | $55,824 |
| Percent Difference - School Site and District | --- | --- | | |
| State | --- | --- | $4,743 | $57,067 |
| Percent Difference - School Site and State | --- | --- | | |

## 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.

In addition to general fund state funding, Culver City Unified School District receives state and federal categorical funding for the following programs:

STATE:
- School Improvement Program (SI)
- Economic Impact Aid – Limited English Proficient (EIA/LEP)
- English Language Acquisition Program (ELAP)\
- Gifted and Talented Program (GATE)
- State Class Size Reduction
- Tobacco Use Prevention Education (TUPE)
- State Lottery
- Beginning Teacher Support  (BTSA)

FEDERAL:
- Title I, (El Rincon, La Ballona, Lin Howe, Culver City Middle School) -  extra support for students at risk of failing
- Title II, Teacher Quality, Staff development, teacher training
- Title II D, Enhancing Education Through Technology
- Title III, Limited English Proficient
- Title IV, Safe and Drug-Free Schools
- Title VI, Innovative Strategies

## Teacher and Administrative Salaries (Fiscal Year 2004-05)

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 can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp.

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $38,450 | $37,730 |
| Mid-Range Teacher Salary | $59,840 | $59,397 |
| Highest Teacher Salary | $70,640 | $72,979 |
| Average Principal Salary (Elementary) | $92,503 | $92,503 |
| Average Principal Salary (Middle) | $106,405 | $106,405 |
| Average Principal Salary (High) | $102,864 | $102,864 |
| Superintendent Salary | $123,672 | $143,489 |
| Percent of Budget for Teacher Salaries | 32.7 | 41.5 |
| Percent of Budget for Administrative Salaries | 3.7 | 5.6 |

# VIII. Student Performance

## California Standards Tests

The California Standards Tests (CST) 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 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| English-Language Arts | 40 | 49 | 45 | 48 | 51 | 52 | 36 | 40 | 42 |
| Mathematics | 39 | 57 | 55 | 37 | 40 | 41 | 34 | 38 | 40 |
| Science | 34 | 37 | 39 | 28 | 28 | 39 | 25 | 27 | 35 |
| History-Social Science | | | | 37 | 41 | 46 | 29 | 32 | 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 | 47 | 49 | 38 | |
| American Indian or Alaska Native | | | | |
| Asian | 78 | 72 | * | |
| Filipino | 75 | 92 | * | |
| Hispanic or Latino | 34 | 48 | 33 | |
| Pacific Islander | * | * | * | |
| White (Not Hispanic) | 62 | 68 | 47 | |
| Male | 42 | 54 | 45 | |
| Female | 51 | 58 | 34 | |
| Economically Disadvantaged | 35 | 44 | 26 | |
| English Learners | 18 | 34 | 8 | |
| Students with Disabilities | 20 | 29 | 15 | |
| Students Receiving Migrant Education Services | | | | |

## Norm-Referenced Test (NRT)

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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Reading | 42 | 36 | 42 | 53 | 50 | 52 | 43 | 41 | 42 |
| Mathematics | 52 | 60 | 75 | 57 | 58 | 62 | 51 | 52 | 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 Above the National Average | |
|---|---|---|
| | Reading | Mathematics |
| African American | * | * |
| American Indian or Alaska Native | | |
| Asian | * | * |
| Filipino | * | * |
| Hispanic or Latino | 33 | 67 |
| Pacific Islander | * | * |
| White (not Hispanic) | 53 | 87 |
| Male | 40 | 71 |
| Female | 47 | 81 |
| Economically Disadvantaged | 31 | 66 |
| English Learners | 15 | 58 |
| 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 the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

| Grade Level | Percent of Students Meeting Fitness Standards |
|---|---|
| 5 | 10.3 |
| 7 | N/A |
| 9 | N/A |

# 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. 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 | 2003-04 | 2004-05 | 2005-06 |
|---|---|---|---|
| Statewide | 6 | 5 | 6 |
| Similar Schools | 8 | 4 | 7 |

## 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 thet the student group is not numerically significant.

| Group | Actual API Change | | | API Score |
|---|---|---|---|---|
| | 2003-04 | 2004-05 | 2005-06 | 2006 |
| All Students at the School | -20 | 43 | -6 | 767 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | -31 | 35 | -12 | 719 |
| Pacific Islander | | | | |
| White (not Hispanic) | -2 | 36 | -12 | 837 |
| Socioeconomically Disadvantaged | -17 | 31 | -4 | 708 |
| English Learners | -- | -- | -28 | 672 |
| Students with Disabilities | -- | -- | | |

## 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 | Not in PI |
| First Year of Program Improvement Implementation | N/A | N/A |
| Year in Program Improvement | N/A | N/A |
| Number of Schools Currently in Program Improvement | --- | 1 |
| Percent of Schools Currently in Program Improvement | --- | 11.1 |

# X. Instructional Planning and Scheduling

## School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

> The School has adopted a Mission Statement and Belief Statement with goals and objectives that address the need for a comprehensive, well-articulated curriculum and instructional program, including a comprehensive staff-development program for all instructional staff.  In doing so, the School is also committed to providing leadership and support for staff to meet these goals and objectives.  School leadership strongly encourages collaborative participation in school wide grade level and cross grade level meetings among teachers.

## Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

A Professional Development Steering Committee and leadership teams study student achievement, analyze needs, and identify areas for staff development. These identified needs become the focus of professional development for the following year for an ongoing comprehensive staff development program. This program includes district wide assistance to teachers on content standards, curriculum, special needs students, differentiation, EL students, the Alcohol, Tobacco, Other Drugs and Violence program (ATODV), technology, paraprofessional training and utilized for discussion on instruction such as classroom management. Professional development days have been utilized for discussion or instruction and assessment. New teachers have attended Los Angeles County workshops and the Beginning Teacher Support and Assessment program (BTSA) offerings. Literacy and Math specialists have also provided numerous workshops on adopted materials, pacing guides and assessment techniques.

## Instructional Minutes

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

| Grade Level | Instructional Minutes | |
|---|---|---|
| | Offered | State Requirement |
| K | 36,000 | 36,000 |
| 1 | 55,800 | 50,400 |
| 2 | 55,800 | 50,400 |
| 3 | 55,800 | 50,400 |
| 4 | 56,200 | 54,000 |
| 5 | 56,200 | 54,000 |
| 6 | 58,500 | 54,000 |
| 7 | 58,500 | 54,000 |
| 8 | 58,500 | 54,000 |
| 9 | 66,264 | 64,800 |
| 10 | 66,264 | 64,800 |
| 11 | 66,264 | 64,800 |
| 12 | 66,264 | 64,800 |

## Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Elementary Schools: Twelve days for Parent Conferences; All Wednesdays for Staff Development.