

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Brea Junior High	District Name	Brea Olinda Unified
Street	400 North Brea Blvd.	Phone Number	714-990-7800
City, State, Zip	Brea, CA 92821-3399	Web Site	www.bousd.k12.ca.us
Phone Number	714-990-7500	Superintendent	Dr. Arthur J. "Skip" Roland
Principal	Pamela Gallarda	E-mail Address	sroland@bousd.k12.ca.us
E-mail Address	pgallarda@bousd.k12.ca.us	CDS Code	30664496058911

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Brea Junior High School provides a welcoming environment where the top priorities are student safety and academic achievement. With this focus, staff, parents and students work together to develop and maintain a safe and nurturing campus environment. We plan our curriculum, instruction, assessments, and staff development to better meet the needs of all our students. We hold both staff and students accountable for their work, as we provide curriculum and instruction that meet or exceed State standards. All teachers work in Professional Learning Communities to determine essential standards, compose benchmark assessments and evaluate student progress. Through direct input from colleagues and the support of district office personnel, teachers work together to determine best teaching practices for student success. As our assessment data and standards drive our curriculum, teachers use this information to differentiate instruction in order for our students to reach proficiency. Intervention opportunities are offered to all students who need extra support in order to achieve academic proficiency, and enrichment challenges are given to all students to excel. Our school community operates on the belief that all students can achieve!

School Vision

The vision of Brea Junior High School, in partnership with the home and community, is to prepare students to be lifelong learners and responsible, contributing citizens in a culturally diverse, safe society. Students will develop their full potential in an educationally challenging environment where they will be treated with respect, given equal access to a rich, meaningful curriculum, and challenged to meet expectations of excellence.

School Profile

Brea Junior High School lies in the center of the City of Brea. The community of Brea provides families with a wide variety of activities, services, shopping, recreational programs and excellence in education. Brea Junior High School opened its doors in 1916 to grades 2007-08 School Accountability Report Card

seven and eight. Centrally located in the City of Brea, Brea Junior High receives students from the district's six elementary schools, in addition to receiving transfer students from local private schools and inter-district transfers from surrounding districts. In the fall of 2005, Brea Junior High successfully completed a modernization project of the campus including classrooms, offices, library, campus and parking facilities. The school mascot is the Bobcat, and the school colors are red, black and white.

The staff at Brea Junior High holds high expectations for all students and believes each student is capable of meeting and surpassing such expectations. As a priority on literacy for every student, an eight-period daily schedule allows all students to receive two periods of language arts instruction in a block format. Students also participate in daily instruction in Social Science, Science, Mathematics, Physical Education, and an elective of their choice. Many extra-curricular activities engage students in social and interest-based opportunities. Teachers meet weekly in Professional Learning Communities in order to collaborate and examine professional practices in light of their impact on learning. Brea Junior High School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. The motivational theme for students and staff, denoted by the letters QUEST, is an example of the positive environment at Brea Junior High School. Quality, Unity, Excellence, Spirit and Tradition are key components of the Brea Junior High experience.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

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

As a Title I School in a community that values involvement with their local schools, Brea Junior High strongly believes that the combined partnership between home and school is essential to positive academic and social growth for students. Students, parents, and staff begin each school year with a commitment to mutual responsibilities in supporting the educational success for each student. The Brea Junior High School-Parent Compact is an important document signed by students, parents and school staff at the beginning of each school year to demonstrate the individual activities each partner will do in order to establish and reach positive outcomes.

Parents and the community are very supportive of the educational program and safe environment at Brea Junior High School. The Parent Teacher Association (P.T.A.) at Brea Junior High is an active group that provides many hours of service to assist with Fall registration, sponsor dances, run book fairs, process fundraiser paperwork, and to readily volunteer whenever called on. Recent P.T.A. donations have helped to outfit the school fitness lab, to install benches along the driveway drop-off area, and to contribute to the purchase of a new marquee. Persons interested in volunteering may call Susan Dascenzi at 714-990-7500 for information.

Parents and staff members representing all student groups (EL, GATE, Special Education, Regular Education, Title 1) serve together on the School Site Council. This group gives input into the Comprehensive School Safety Plan, Single Plan for Student Achievement, School-Parent Compact, Parent Involvement Policy, English Language Advisory Committee, and on the spending of categorical funds. They also serve as a community liaison for communicating goals and the good news of daily junior high life with the local community.

Parent are encouraged to actively participate in the campus life of their student through daily on-line bulletin contacts, school newsletters, teacher information letters, on-line Parent Portal, and district flyers. Campus events, such as Back-to-School Night, Open House, QUEST, Band and Choir performances, dances, sports competitions, Math Counts, Pentathlon and Family Math Night are opportunities for parents, students, and school staff to meet together. Parent meetings are organized during the year to support groups within the school such as English Learners, Title I At-Risk, Special Education, GATE. In March of the school year, Parents participate with administrators and teachers in orientation meetings for students coming to junior high from sixth grade and for students going from eighth grade to Brea Olinda High School. Input from parents also comes through teacher contacts, daily phone calls, and personal contact with administrators and support staff. Two instructional aides and two office staff members are available to help with Spanish translations for parents at any time, and district office provides translators for other languages as needed.

The Brea Junior High School Title I Parental Involvement Policy is a fluid document developed by Title I parents, School Site Council members and school staff. With a focus on meeting the changing needs of Title I students, this document describes parental involvement opportunities such as, Title I meetings, open invitation for parents to visit Brea Junior High and attend classes and activities, multiple forms of receiving and giving school-home and home-school communication, formal Back-to-School and Open House events, counselor availability, academic conferences with guidance specialists and teachers, library materials services and materials available for parent use, parent education meetings, and accessibility to campus and activities for anyone needing accommodations for assistance.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

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

Grade Level	Number of Students
Grade 7	485
Grade 8	541
Total Enrollment	1026

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.56%	White (not Hispanic)	48.34%
American Indian or Alaska Native	0.29%	Multiple or No Response	4.29%
Asian	18.81%	Socioeconomically Disadvantaged	16%
Filipino	2.34%	English Learners	7%
Hispanic or Latino	24.17%	Students with Disabilities	10%
Pacific Islander	0.19%		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30.8	3	11	18	30.8	3	14	15	32.5	2	3	26
Mathematics	32.8		11	19	32.9		13	17	32.9	1	5	24
Science	28		36		28		36		28.5		36	
Social Science	32.9	2	5	23	32.9	2	4	24	33.7	2	2	26

III. School Climate

School Safety Plan (School Year 2007-08)

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

Built in 1916 and with modernizations completed in 2005, Brea Junior High is situated on 23 acres. The school buildings span 1,001,880 square feet, consisting of a cafeteria, staff lounge, school offices, auditorium, library/media center, 29 permanent classrooms, and 14 portables. The facility strongly supports teaching and learning through its ample classroom space, updated library and computer labs, and school-wide plan for student safety and discipline.

Safety

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, snack break, before school and after school, administrators, teachers, and one part-time campus supervisor monitor students and school grounds, including the cafeteria and sport fields, to ensure a safe and orderly environment. All students are required to carry a hall pass when out of class. All school personnel, including substitutes, are required to wear an identification badge so that students and staff recognize adults on campus.

The Comprehensive Safe School Plan was developed by site staff to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school within the district includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, suspension/expulsion procedures, teacher notification policies, discrimination/harassment policies, dress code policies, procedures for safe ingress and egress, positive school climate/safe and orderly environment, conduct policies/school discipline, hate crime reporting procedures, and Brea Olinda School District Immediate Crisis Response Information. Staff reviews of procedures and practice drills are conducted regularly to make sure that staff and students are familiar with emergency procedures. Brea Police Department, as well as local emergency services, collaborate with site administrators to facilitate best practices and communication.

The school staff and members of School Site Council evaluate the Safety Plan annually and update it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed formally with school and District staff in the fall, at the start of each school year, and revisions are made as necessary to insure safety. The plan was last updated and reviewed with school staff in September 2008.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	14.6	10.8	11.2	8.2	6.3	5.0
Expulsions	0.6	0.4	0.5	0.4	0.5	0.4

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Safety for all students before, during, and after school is a top priority. Campus supervision is continuous throughout the day beginning each morning at 7:30 a.m. Three administrators, one counselor, one full-time campus supervisor, one lunch-time supervisor and certificated teachers on a rotating basis are assigned areas of supervision to include all entrances to campus, internal hallways, courtyard, blacktop, grounds and restroom areas. All visitors are directed by posted signs to report directly to the main office before entering campus where they must sign in and be approved for campus access. Visitors are given a badge which must be worn on campus. All staff members, including substitutes, are required to wear an identification badge on campus. A comprehensive safety plan for daily supervision and emergency situations is updated and reviewed regularly with all staff members throughout each school year.

Age of School Buildings:

The original main building was constructed in 1916 with major renovations and remodeling through the years. The most recent renovations, completed in 2005, included main building, new library/media center, offices, classrooms, courtyards, grounds, and roofing. 42 classrooms (29 permanent and 13 portable), cafeteria eating area, music room, library, administrative offices, girls' and boys' P.E. locker rooms and auditorium are currently in use

Maintenance and Repair:

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. The district takes great efforts to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. As of January 2009, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule:

The district governing board has adopted cleaning standards for all school in the district. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Site custodians work on an assigned schedule to maintain a trash-free, clean campus and cafeteria area at all times. Holiday and summer work days allow for additional stripping and waxing of floors and hallways, cleaning of carpets and blinds, pressure washing of walls and sidewalks, kitchen detailing, and steam cleaning of locker rooms.

Modernization:

An extensive modernization project completed in 2005 addressed the upgrading of school grounds, landscaping, common areas, classrooms, roofs, library, media center, computer lab, auditorium, offices and reception area. Painting of the school exterior was completed during modernization. Classrooms, doors, cafeteria, office and staff areas are inspected and painted on a rotating basis as needed. Recent replacements in facilities include: windows in staff lounge, sun shades on all west-facing classrooms, carpet in selected classrooms, bottom door seals in lounge and cafeteria, repair of drinking fountains, re-roofing on main building, landscape and tree maintenance.

[School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
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]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

[Overall Summary of School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[X]	[]	[]	[]

V. Teachers

[Professional Development](#)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All curriculum development by Brea Junior High and Brea Olinda Unified School District is aligned with the California State Content Standards and Frameworks, the District's formal Professional Development Plan, and the school's Single Plan for Student Achievement. Staff development is conducted in a professional ongoing manner through the Professional Learning Communities established during the 2006-2007 school year. Each Professional Learning Community is composed of all members of each department who meet every Wednesday of the school year for a 45-minute professional growth meeting. Each weekly meeting of Professional Learning Community members is used for the purpose of identifying best teaching practices, setting goals for student achievement based on identifying the essential standards of California Content Standards, composing common formative assessments and rubrics, analyzing common assessment information and using results to motivate student learning. During the 2007-008 school year, focus attention was given by each Professional Learning Community to writing common assessments, identifying best teaching practices and formulating effective intervention opportunities for all students needing extra support.

Brea Junior High develops its own plan for training activities to improve instruction and to increase student proficiency based on data accumulated from formal standardized assessments, informal student assessment, and the outcome of Professional Learning Community results. The California Department of Education requires schools to develop their own school improvement plan (Single Plan for Student Achievement) based upon analysis of pupil achievement in meeting State standards for improving student proficiency. Each year, the plan is reviewed and updated to reflect the changing needs of Brea Junior High's students.

During the 2007-08 school year, District specialists and school leadership teams reviewed and updated achievement plans using student assessment data (State testing and District assessments) and survey responses. The Single Plan for Student Achievement was reviewed and given input by site staff and parent members of the School Site Council. Findings were used to choose staff development goals and supplemental site-level activities. In addition to weekly late start time, the District calendar provided two student-free days for staff development. Brea Junior High School staff participated in the following training activities held during 2007-08:

- Professional Learning Communities
- Jane Schaeffer Writing Review by Language Arts Teachers
- Technology Workshops featuring Data Director and Attendance Procedures
- Department Planning
- English Language Program and Sheltered Strategies
- UCI Writing Project
- Special Education Staff Training
- Intervention Planning

Paraprofessionals, including Special Education and English Language support, participated in district and site-level inservice training for strategies to support student learning within the classroom setting. As a site goal, intervention support for all learners has been identified as a need. The After-School-Assistance Program and before-school Math Tutoring are two ongoing programs that provide intensive remediation and instruction, based on input from classroom 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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	41	42	41	262
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	99.4%	0.6%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	99.3%	0.7%

VI Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	0	0
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	2.3	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

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.

Brea Olinda Unified School District held a Public Hearing on October 13, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. All textbooks from core curricular areas for grades K-8 were selected from the most recent list of standards based materials adopted by the State Board of Education (SBE) and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Materials adopted for grades 9-12 were selected from the most recent list of standards based materials adopted by the State Board of Education (SBE) or the local governing board and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE.

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	Rosen Publishing Group 7th/8th 2002 Junior High Journalism Holt 7th 2003 Literature and Language Arts 1st Course Holt 8th 2003 Literature and Language Arts 2nd Course	0
Mathematics	McDougal-Littell Mathematics Concepts & Skills Course 2 7th 2001 McDougal-Littell 7th 2001 Mathematics Concepts & Skills Course 2 McDougal-Littell 7th/8th 2003 Algebra I Pearson Prentice Hall 8th 2004 Geometry	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Science	Grades 7-8 CPO Science Adoption Year: 2007	0
History-Social Science	McDougal Littell 7th 2006 World History McDougal Littell 8th 2006 Creating America	0
Foreign Language	Adventures in Japanese Cheng & Tsui Co. 7th/8th 2001 En Espanol, Uno Holt 7th/8th 2004 *Allez, Ziens Holt 7th/8th 2003	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4890	\$622	\$4268	\$78,569
District	---	---	\$5575	\$68,002
Percent Difference – School Site and District	---	---	23%	13%
State	---	---	\$5769	\$63,323
Percent Difference – School Site and State	---	---	26%	19%

Types of Services Funded (Fiscal Year 2007-08)

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

In addition to general fund State funding, Brea Olinda Unified receives State and Federal categorical funding for special programs. For the 2007-08 school year, the District received Federal and State aid for the following categorical, special education, and support programs:

- Drug/Alcohol/Tobacco Funds
- Economic Impact Aid
- Educational Technology Assistance
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review
- School Improvement
- Special Education
- Mandated Costs Reimbursements
- Title I

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,072	\$39,692
Mid-Range Teacher Salary	\$72,719	\$62,830
Highest Teacher Salary	\$93,416	\$80,472
Average Principal Salary (Elementary)	\$111,453	\$98,460
Average Principal Salary (Middle)	\$104,999	\$104,522
Average Principal Salary (High)	\$133,373	\$114,549
Superintendent Salary	\$192,221	\$166,547
Percent of Budget for Teacher Salaries	41.6%	40.2%
Percent of Budget for Administrative Salaries	5.4%	5.8%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	71	68	73	66	66	67	42	43	46
Mathematics	61	52	56	55	55	56	40	40	43
Science	69	62	75	57	58	67	35	38	46
History-Social Science	59	57	56	54	49	53	33	33	36

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	67	43	62	62
American Indian or Alaska Native	*	*	*	*
Asian	84	82	89	70
Filipino	85	59	77	77
Hispanic or Latino	61	41	60	39
Pacific Islander	*	*		
White (not Hispanic)	75	54	77	57
Male	70	58	78	59
Female	78	54	71	53
Economically Disadvantaged	54	38	53	
English Learners	14	36	39	12
Students with Disabilities	34	30	41	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2007-08)

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 the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
7	63.4

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page 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	2005-06	2006-07	2007-08
Statewide	9	9	9
Similar Schools	9	10	6

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	13	-21	22	857
African American				
American Indian or Alaska Native				
Asian	3	-10	24	936
Filipino				
Hispanic or Latino	-2	-16	53	792
Pacific Islander				
White (not Hispanic)	23	-28	4	857
Socioeconomically Disadvantaged	8	-26	55	768
English Learners				
Students with Disabilities	17	-56	13	689

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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

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	No	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

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 AYP Web page 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		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	