# Anthony P. Russo Academy

School Accountability Report Card, 2012–2013
Alum Rock Union Elementary School District

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

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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 2012–2013 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.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

**http://pub.schoolwisepress.com/sarc/links_2013_en.html**

Reports about other schools are available on the **California Department of Education Web site.** Internet access is available in local libraries.
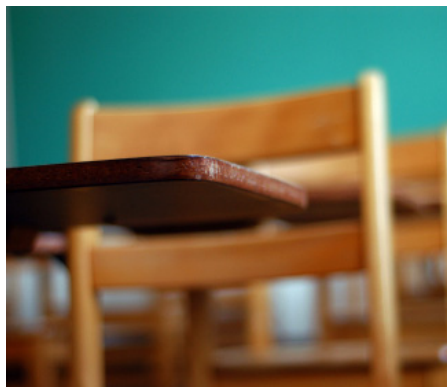
If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

**How to Contact Our School**

2851 Gay Ave.
San Jose, CA 95127
Principal: Tereasa Smith
Phone: (408) 928-8900

**How to Contact Our District**

2930 Gay Ave.
San Jose, CA 95127
Phone: (408) 928-6800
**http://www.arusd.org**

## ›› Contents

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## » Principal's Message

Russo Academy is an alternative learning community that emphasizes literacy, science and technology. The latter component is realized through the installation of interactive Promethean whiteboards throughout the school. This technology is complemented by the presence of four to five computers per classroom and traveling laptop carts that allow every student in a classroom the opportunity to explore the virtual world simultaneously with his or her peers. Teachers are charged with the task of infusing the curriculum with the latest software. In-house technology training is provided by both teachers and district office staff to teachers who need support. Teacher leaders become site technology experts by attending additional professional development which allows them to support staff school-wide.

Russo Academy, a K–2 school of 340 students comprised of 75% English Language Learners in a low socio-economic community, is given the ability to incorporate technology in the pursuit of educational learning goals. Students have access to technology for educational purposes. English learners use technology to view images and stream videos in full resolution which aides learning vocabulary terms and concepts. Low-income students independently operate computers, despite having limited or no access to them at home. Student engagement has become a norm at Russo because students interact with curriculum through the use of technology. Academic standards in reading language arts, science and math have come alive.

Through relationships, rigor and resilience, Russo Academy does whatever it takes to attain academic proficiency for every student. With our highly skilled teachers and the help of our dedicated parents and family members, we are able to ensure a rigorous adherence to our adopted curriculum, Imagine It!

Tereasa Smith, PRINCIPAL

**Grade range and calendar**
**K–2**
TRADITIONAL

**Academic Performance Index**
**791**
County Average: 856
State Average: 810

**Student enrollment**
**329**
County Average: 547
State Average: 534

## School Expenditures

Services provided by the regular program to enable under-performing students to meet standards:

During the day intervention programs in reading, language arts and math for students who are performing below their current grade-level.

English Language Development (ELD) instruction using the Imagine It! curriculum is offered to English language proficiency levels 1, 2 and 3 to provide focused instruction at students' language acquisition level.

Before-school and after-school intervention sessions are offered to help enable under-performing students meet grade-level standards.

To meet the needs of under-performing students, the Student Study Team (SST) meets regularly to support the teachers.


Services provided by categorical funds to enable under-performing students to meet standards:

A One Yard coach teaches game skills and sportsmanship like conduct during all recesses. The coach teaches students games at their appropriate age-level. Moreover, the coach builds leadership skills in older students by training Junior Coaches to monitor and teach younger students game rules.

The YMCA and Russo Academy are in a partnership that provides the 21st Century/Learns Program. The partnership offers a three-tier program: homework center, recreation, and multi-cultural art enrichment. The program serves 100 students for 3 hours each day.

## Safety

Russo Academy has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan was approved in February 2013. It contains the yearly safety goals as determined by the students, staff, and parents. The Russo Safety Committee develops the safety plan before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval.

We have an open campus due to our six AM/PM kindergarten classes. Kindergarten parents come and go throughout the day to drop off and pick up their kindergarteners. Moreover, we have preschool AM/PM classes with parents dropping off or picking up their children throughout the day. We have two starting times, 8:30 for AM kindergarten and 8:50 for first and second grade.

 The safety plan and drill procedures are reviewed during the year with all staff.  Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared, completed, and shared with the staff. This year we collected all necessary equipment and supplies to prepare ourselves for a major earthquake.

The Russo Safety Plan has a comprehensive behavior policy. The "Best Behavior" set of rules and consequences were being developed in 2012/2013. Our dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, non-discriminatory policy on student rights and responsibilities, campus security policy, harassment policy, conflict management policy, Internet safety policy, and an intervention policy are within our safety plan and accessible to all.

## Buildings

The district makes every effort to ensure 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. The results of this survey are available at the school office and at the district office.

The building in which Russo Academy resides was built in 1956. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are utilized to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in

conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance crews ensures that grass and landscaped areas are well maintained, and that the school's building, grounds and play areas are safe for use.

## Parent Involvement

Cognizant that parent involvement is essential to effective schooling, Russo Academy actively promotes a strong, comprehensive parent involvement policy. Not only does Russo promote two-way communication about school programs and students' progress, it also involves parents in instructional and support roles at the school. Parent volunteers can be seen in the classrooms, during field trips, in the teachers' workroom making copies, before and after school, during recess monitoring students and during presentations or functions.

In addition, while preparing parents to actively participate in school decision-making and developing their leadership skills in governance and advocacy, Russo also provides parents with strategies and techniques to assist their children with learning activities at home. Finally, to ensure that parents receive health, social, and other support services that are necessary to live healthy lives and promote student achievement, Russo provides parents with the skills and resources to access community and support services. These include:

Russo teachers and the administration work with parents on topics that address academic achievement and accountability within the context of specialized trainings.

Parent workshops are provided for targeted students to help parents support learning in the home.

Parent math workshops are provided to help parents support their children.

Community agencies provide counseling and family support to students and parents.

San Jose Police Department volunteer officers work with parents to resolve issues of attendance and proper supervision, as well as special programs to support students.

For more information regarding parent involvement, please contact Tereasa Smith at 1-408-928-8906.

## 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. 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.

Anthony P. Russo Academy's API was 791 (out of 1000). This is a decline of 57 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 2011–2012 test results, we started the 2012–2013 school year with a base API of 848. 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 7 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 10 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.
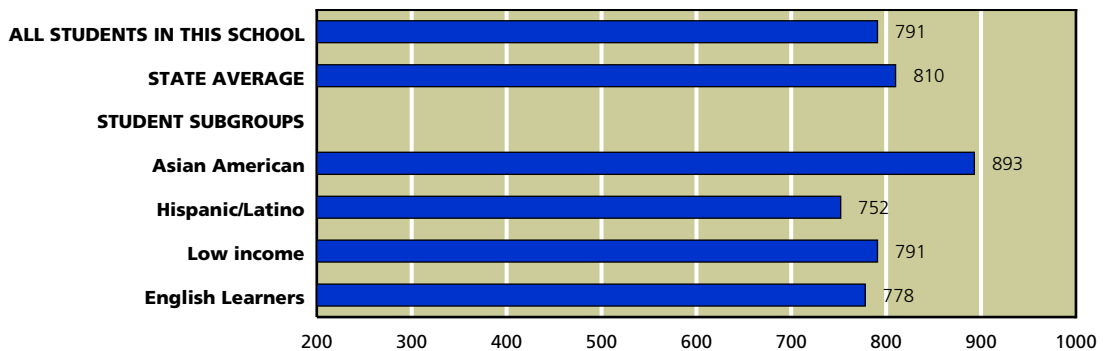
We did not meet some or all of our assigned growth targets during the 2012–2013 school year. Just for reference, 48 percent of elementary schools statewide met their growth targets.

| CALIFORNIA **API** ACADEMIC PERFORMANCE INDEX | |
|---|---|
| Met schoolwide growth target | **No** |
| Met growth target for prior school year | **Yes** |
| API score | **791** |
| Growth attained from prior year | **-57** |
| Met subgroup* growth targets | **No** |

SOURCE: API based on spring 2013 test cycle. Growth scores alone are displayed and are current as of December 2013.

*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. N/A - Results not available.

### API, Spring 2013



| | API |
|---|---|
| ALL STUDENTS IN THIS SCHOOL | 791 |
| STATE AVERAGE | 810 |
| STUDENT SUBGROUPS | |
| Asian American | 893 |
| Hispanic/Latino | 752 |
| Low income | 791 |
| English Learners | 778 |

SOURCE: API based on spring 2013 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.

## 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 nine out of 17 criteria for yearly progress. Because we fell short in eight areas, we did not make 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), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA): 89.2 percent on the English/language arts test and 89.5 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 770 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 | **No** |
| Met schoolwide participation rate | **Yes** |
| Met schoolwide test score goals | **No** |
| Met subgroup* participation rate | **Yes** |
| Met subgroup* test score goals | **No** |
| Met schoolwide API for AYP | **Yes** |
| Program Improvement school in 2013 | **No** |

SOURCE: AYP is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students' test results in the 2012–2013 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. 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, CMA OR CAPA? | DID 89.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA? | DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA? | DID 89.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA? |
| **SCHOOLWIDE RESULTS** | 🟢 | 🔴 | 🟢 | 🔴 |
| **SUBGROUPS OF STUDENTS** | | | | |
| Low income | 🟢 | 🔴 | 🟢 | 🔴 |
| Students learning English | 🟢 | 🔴 | 🟢 | 🔴 |
| **STUDENTS BY ETHNICITY** | | | | |
| Hispanic/Latino | 🟢 | 🔴 | 🟢 | 🔴 |

SOURCE: AYP release of September 2013, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2012–2013 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.
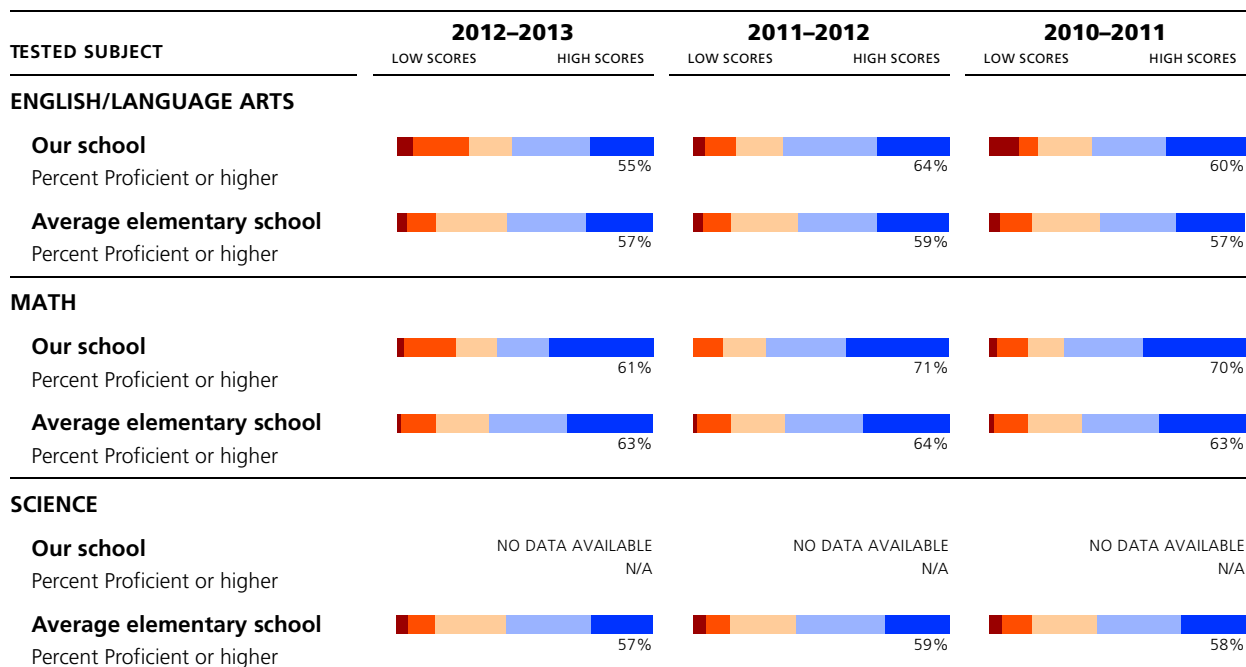
## STUDENT ACHIEVEMENT

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 | 2012–2013 LOW SCORES          HIGH SCORES | 2011–2012 LOW SCORES          HIGH SCORES | 2010–2011 LOW SCORES          HIGH SCORES |
|---|---|---|---|
| **ENGLISH/LANGUAGE ARTS** | | | |
| **Our school** Percent Proficient or higher | 55% | 64% | 60% |
| **Average elementary school** Percent Proficient or higher | 57% | 59% | 57% |
| **MATH** | | | |
| **Our school** Percent Proficient or higher | 61% | 71% | 70% |
| **Average elementary school** Percent Proficient or higher | 63% | 64% | 63% |
| **SCIENCE** | | | |
| **Our school** Percent Proficient or higher | NO DATA AVAILABLE N/A | NO DATA AVAILABLE N/A | NO DATA AVAILABLE N/A |
| **Average elementary school** Percent Proficient or higher | 57% | 59% | 58% |

SOURCE: The scores for the CST are from the spring 2013 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

**HAVE THE CALIFORNIA STANDARDS TESTS KEPT UP WITH THE CHANGES IN WHAT WE TEACH?**   In two subjects, the answer is "yes," and in two more the answer is "no." The Common Core transition is the reason for this. The test questions in math and English/language arts in 2012-13 were likely to be less well aligned with the official standards for California curriculum than they were three years ago. But the test questions in social studies and science were just as well aligned in 2012-13 as they were in the past.

**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 57 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 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** | | 55% | 100% | **SCHOOLWIDE AVERAGE:** About two percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California. |
| **AVERAGE ELEMENTARY SCHOOL IN THE COUNTY** | | 69% | 95% | |
| **AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA** | | 57% | 94% | |

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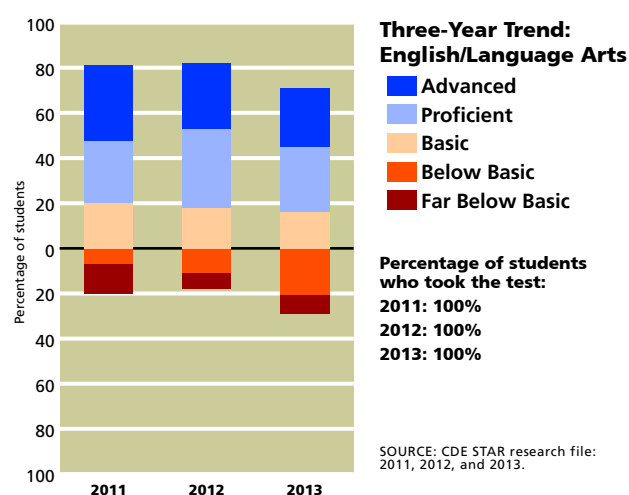■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

| GROUP | LOW SCORES        HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|---|---|---|---|---|
| **Boys** | | 64% | 56 | **GENDER:** About 16 percent more boys than girls at our school scored Proficient or Advanced. |
| **Girls** | | 48% | 66 | |
| **English proficient** | | 66% | 38 | **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** | | 51% | 85 | |
| **Low income** | | 55% | 123 | **INCOME:** We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant. |
| **Not low income** | NO DATA AVAILABLE | N/A | N/A | |
| **Learning disabled** | NO DATA AVAILABLE | N/A | 4 | **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** | | 57% | 120 | |
| **Asian American** | DATA STATISTICALLY UNRELIABLE | N/S | 22 | **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. |
| **Hispanic/Latino** | | 48% | 90 | |

SOURCE: The scores for the CST are from the spring 2013 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.
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**
■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

**Percentage of students who took the test:**
2011: 100%
2012: 100%
2013: 100%

SOURCE: CDE STAR research file: 2011, 2012, and 2013.

## 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** | | 61% | 100% | **SCHOOLWIDE AVERAGE:** About two percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California. |
| **AVERAGE ELEMENTARY SCHOOL IN THE COUNTY** | | 74% | 92% | |
| **AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA** | | 63% | 91% | |

## Subgroup Test Scores

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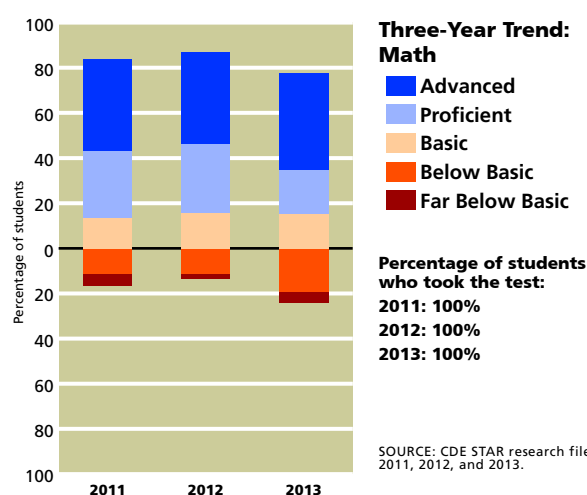
■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC**  ■ **PROFICIENT AND ADVANCED**

| GROUP | LOW SCORES        HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|---|---|---|---|---|
| **Boys** | | 73% | 56 | **GENDER:** About 20 percent more boys than girls at our school scored Proficient or Advanced. |
| **Girls** | | 53% | 66 | |
| **English proficient** | | 61% | 38 | **ENGLISH PROFICIENCY:** English Learners scored about the same on this test as did students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage. |
| **English Learners** | | 62% | 85 | |
| **Low income** | | 62% | 123 | **INCOME:** We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant. |
| **Not low income** | NO DATA AVAILABLE | N/A | N/A | |
| **Learning disabled** | NO DATA AVAILABLE | N/A | 4 | **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** | | 62% | 120 | |
| **Asian American** | DATA STATISTICALLY UNRELIABLE | N/S | 22 | **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. |
| **Hispanic/Latino** | | 56% | 90 | |

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

**Three-Year Trend: Math**

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

**Percentage of students who took the test:**
2011: 100%
2012: 100%
2013: 100%

SOURCE: CDE STAR research file: 2011, 2012, and 2013.

## 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** | NO DATA AVAILABLE | N/A | N/A | **SCHOOLWIDE AVERAGE:** Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores. |
| **AVERAGE ELEMENTARY SCHOOL IN THE COUNTY** | | 70% | 93% | |
| **AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA** | | 57% | 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** | NO DATA AVAILABLE | N/A | N/A | **GENDER:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant. |
| **Girls** | NO DATA AVAILABLE | N/A | N/A | |
| **English proficient** | NO DATA AVAILABLE | N/A | N/A | **ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of students 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 | N/A | **INCOME:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant. |
| **Not low income** | NO DATA AVAILABLE | N/A | N/A | |
| **Learning disabled** | NO DATA AVAILABLE | N/A | N/A | **LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant. |
| **Not learning disabled** | NO DATA AVAILABLE | N/A | N/A | |

SOURCE: The scores for the CST are from the spring 2013 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.
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 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.

## STUDENTS

### Students' English Language Skills

At Anthony P. Russo Academy, 29 percent of students were considered to be proficient in English, compared with 70 percent of elementary school students in California overall.

| LANGUAGE SKILLS | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|
| **English-proficient students** | 29% | 67% | 70% |
| **English Learners** | 71% | 33% | 30% |

SOURCE: Language census for the 2012–2013 school year. 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 234 students classified as English Learners. At Anthony P. Russo Academy, the language these students most often speak at home is Spanish. 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** | 82% | 64% | 84% |
| **Vietnamese** | 10% | 13% | 3% |
| **Cantonese** | 0% | 2% | 1% |
| **Hmong** | 0% | 0% | 1% |
| **Filipino/Tagalog** | 4% | 3% | 1% |
| **Korean** | 0% | 1% | 1% |
| **Khmer/Cambodian** | 0% | 0% | 0% |
| **All other** | 4% | 17% | 9% |

SOURCE: Language census for the 2012–2013 school year. County and state averages represent elementary schools only.

### Ethnicity

Most students at Anthony P. Russo Academy identify themselves as Hispanic/Latino. In fact, there are about four times as many Hispanic/Latino students as Asian/Pacific Islander students, the second-largest ethnic group at Anthony P. Russo Academy. The state of California allows citizens to choose more than one ethnic identity, or to select "two or more races" 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% | 2% | 6% |
| **Asian American/ Pacific Islander** | 21% | 32% | 11% |
| **Hispanic/Latino** | 74% | 40% | 54% |
| **White** | 2% | 21% | 25% |

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2012. 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 $42,643 a year (based on a family of four) in the 2012–2013 school year. At Anthony P. Russo Academy, 84 percent of the students qualified for this program, compared with 61 percent of students in California.

| FAMILY FACTORS | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|
| **Low-income indicator** | 84% | 40% | 61% |
| **Parents with some college** | 37% | 69% | 58% |
| **Parents with college degree** | 20% | 52% | 34% |

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2012–2013 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 37 percent of the students at Anthony P. Russo Academy have attended college and 20 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 34 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 Anthony P. Russo Academy varies across grade levels from a low of 18 students to a high of 21. Our average class size schoolwide is 19 students.

| AVERAGE CLASS SIZE BY GRADE | OUR SCHOOL | OUR DISTRICT |
|---|---|---|
| **Kindergarten** | 19 | 18 |
| **First grade** | 18 | 19 |
| **Second grade** | 21 | 17 |

SOURCE: California Department of Education, SARC Research File. District averages represent elementary schools only.

## LEADERSHIP, TEACHERS, AND STAFF

## 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% |
| **Fully credentialed teachers** | Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level | 94% | N/A | N/A |
| **Teachers lacking a full credential** | Percentage of teachers without a full, clear credential | 6% | N/A | N/A |

SOURCE: Data on NCLB standards is from the California Department of Education, SARC research file. Information on teachers lacking a full credential provided by the school district.

**PLEASE NOTE:** Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable as of December 2013.

**"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 six percent of our teachers were working without full credentials.

## 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.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students.

| DISTRICT FACTOR | DESCRIPTION | CORE COURSES NOT TAUGHT BY HQT IN DISTRICT |
|---|---|---|
| **Districtwide** | Percentage of core courses not taught by "highly qualified" teachers (HQT) | 2% |
| **Schools with more than 40% of students from lower-income homes** | Schools whose core courses are not taught by "highly qualified" teachers | 2% |
| **Schools with less than 25% of students from lower-income homes** | Schools whose core courses are not taught by "highly qualified" teachers | 0% |

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

## Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. 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) |
|---|---|
| **Academic counselors** | 0.0 |
| **Behavioral/career counselors** | 0.0 |
| **Librarians and media staff** | 0.0 |
| **Psychologists** | 0.3 |
| **Social workers** | 0.0 |
| **Nurses** | 0.0 |
| **Speech/language/ hearing specialists** | 0.3 |
| **Resource specialists** | 0.5 |

SOURCE: Data provided by the school district.

## » Adequacy of Key Resources 2013–2014

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2013–2014. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2012–2013 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.

## TEACHERS

### Teacher Vacancies

| KEY FACTOR | 2011–2012 | 2012–2013 | 2013–2014 |
|---|---|---|---|
| **TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR** | | | |
| Total number of classes at the start of the year | 17 | 19 | 16 |
| Number of classes that lacked a permanently assigned teacher within the first 20 days of school | 1 | 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 | 2011–2012 | 2012–2013 | 2013–2014 |
|---|---|---|---|---|
| **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 | 0 | 0 | 0 |
| **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 we set aside for the past three years for their continuing education and professional development.

| YEAR | PROFESSIONAL DEVELOPMENT DAYS |
|---|---|
| **2012–2013** | 0.00 |
| **2011–2012** | 0.00 |
| **2010–2011** | 0.00 |

## 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 9/12/13.

**NOTES:**

| TAUGHT AT OUR SCHOOL? | SUBJECT | ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE? | | ARE THERE ENOUGH BOOKS FOR EACH STUDENT? | |
| --- | --- | --- | --- | --- | --- |
| | | STANDARDS ALIGNED? | FROM THE MOST RECENT OFFICIAL ADOPTION? | 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** | | |
| Imagine It! | SRA | 2008 |
| Language! 3$^{rd}$ Edition | Sopris West | 2006 |
| **MATH** | | |
| California Math | Houghton Mifflin | 2008 |
| California Math Triumphs | Glenco | 2009 |
| **SCIENCE** | | |
| California Science | Pearson-Scott Foresman | 2007 |
| **SOCIAL SCIENCE** | | |
| History-Social Science for California | Pearson-Scott Foresman | 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 11/13/13 by Ed Romero.
The most recent facilities inspection occurred on 10/15 – 11/13/13.

**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** | | No apparent problems |
| **2. Mechanical/HVAC** | | No apparent problems |
| **3. Sewer** | | No apparent problems |
| **B. Interior Surfaces** | **Good** | |
| **1. Interior Surfaces** | | No apparent problems |
| **C. Cleanliness** | **Good** | |
| **1. Overall cleanliness** | | No apparent problems |
| **2. Pest/Vermin** | | No apparent problems |
| **D. Electrical Components** | **Good** | |
| **1. Electrical Components** | | No apparent problems |
| **E. Rest Rooms/Fountains** | **Good** | |
| **1. Rest Rooms** | | No apparent problems |
| **2. Drinking Fountains** | | No apparent problems |
| **F. Safety** | **Good** | |
| **1. Fire Safety** | | No apparent problems |
| **2. Hazardous Materials** | | No apparent problems |

| AREA | RATING | REPAIR NEEDED AND ACTION TAKEN OR PLANNED |
|---|---|---|
| **G. Structural** | **Good** | |
| **1. Structural Damage** | | No apparent problems |
| **2. Roofs/Gutters** | | No apparent problems |
| **H. External** | **Poor** | |
| **1. Windows/Doors/Gates/Fences** | | No apparent problems |
| **2. Playgrounds/School Grounds** | | Mulch or Fiber needs to be installed. |

## SCHOOL FINANCES, 2011–2012

We are required by the California Dept. of Education to report financial data from the 2011–2012 school year. 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).

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) | $5,908 | $5,667 | 4% | $5,596 | 6% |
| Restricted funds ($/student) | $2,725 | $2,908 | -6% | $2,786 | -2% |
| Total ($/student) | $8,633 | $8,575 | 1% | $8,382 | 3% |

### 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) | $63,478 | $67,908 | -7% | $71,848 | -12% |
| Benefits ($/certificated staff) | $17,318 | $18,202 | -5% | $16,999 | 2% |
| Total ($/certificated staff) | $80,796 | $86,110 | -6% | $88,847 | -9% |

* 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 additional information about students,
teachers, student performance, accountability, and district expenditures.

## 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** | 329 |
| **Black/African American** | 0% |
| **American Indian or Alaska Native** | 0% |
| **Asian** | 19% |
| **Filipino** | 1% |
| **Hispanic or Latino** | 74% |
| **Pacific Islander** | 1% |
| **White (not Hispanic)** | 2% |
| **Two or more races** | 2% |
| **Ethnicity not reported** | 0% |
| **Socioeconomically disadvantaged** | 100% |
| **English Learners** | 71% |
| **Students with disabilities** | 4% |

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2012.  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** | 96 |
| **Grade 1** | 110 |
| **Grade 2** | 123 |
| **Grade 3** | 0 |
| **Grade 4** | 0 |
| **Grade 5** | 0 |
| **Grade 6** | 0 |
| **Grade 7** | 0 |
| **Grade 8** | 0 |
| **Grade 9** | 0 |
| **Grade 10** | 0 |
| **Grade 11** | 0 |
| **Grade 12** | 0 |

SOURCE: CALPADS, October 2012.

## Average Class Size by Grade Level

| GRADE LEVEL | 2010–2011 | 2011–2012 | 2012–2013 |
|---|---|---|---|
| Kindergarten | 20 | 20 | 19 |
| Grade 1 | 21 | 21 | 18 |
| Grade 2 | 21 | 20 | 21 |
| Grade 3 | N/A | N/A | N/A |
| Grade 4 | N/A | N/A | N/A |
| Grade 5 | N/A | N/A | N/A |
| Grade 6 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 8 | N/A | N/A | N/A |
| Combined K–3 | N/A | N/A | N/A |
| Combined 3–4 | N/A | N/A | N/A |
| Combined 4–8 | N/A | N/A | N/A |
| Other | N/A | N/A | N/A |

SOURCE: CALPADS, October 2012.

## Average Class Size by Grade Level, Detail

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

| GRADE LEVEL | 2010–2011 | | | 2011–2012 | | | 2012–2013 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1–20 | 21–32 | 33+ | 1–20 | 21–32 | 33+ | 1–20 | 21–32 | 33+ |
| Kindergarten | 6 | 0 | 0 | 6 | 0 | 0 | 4 | 1 | 0 |
| Grade 1 | 5 | 0 | 0 | 5 | 0 | 0 | 6 | 0 | 0 |
| Grade 2 | 6 | 0 | 0 | 5 | 0 | 0 | 3 | 3 | 0 |
| Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Combined K–3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Combined 3–4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Combined 4–8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Other | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SOURCE: CALPADS, October 2012.

# 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 |
|---|---|---|---|---|
| | 2010–2011 | 2011–2012 | 2012–2013 | 2012–2013 |
| **With Full Credential** | 18 | 18 | 17 | 491 |
| **Without Full Credential** | 0 | 0 | 1 | 22 |

SOURCE: Information provided by school district.

## 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 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.

| GRADE LEVEL | PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES | | |
|---|---|---|---|
| | MET FOUR OR MORE STANDARDS | MET FIVE OR MORE STANDARDS | MET ALL SIX STANDARDS |
| **Grade 5** | N/A | N/A | N/A |
| **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. This information is from the 2012–2013 school year.

## Suspensions and Expulsions

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 2012–2013 school year, we had no suspension incidents. We had no incidents of expulsion. To make it easy 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.

| KEY FACTOR | OUR SCHOOL | DISTRICT AVERAGE | STATE AVERAGE |
|---|---|---|---|
| **Suspensions per 100 students** | | | |
| **2012–2013** | 0 | 2 | N/A |
| **2011–2012** | 1 | 4 | N/A |
| **2010–2011** | 2 | 5 | 5 |
| **Expulsions per 100 students** | | | |
| **2012–2013** | 0 | 0 | N/A |
| **2011–2012** | 0 | 0 | N/A |
| **2010–2011** | 0 | 0 | 0 |

SOURCE: Information for the two most recent years provided by the school district. Prior data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent elementary schools only.

## STUDENT PERFORMANCE

## 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** | **2011** | **2012** | **2013** | **2011** | **2012** | **2013** | **2011** | **2012** | **2013** |
| **English/ language arts** | 60% | 64% | 55% | 48% | 52% | 50% | 54% | 56% | 55% |
| **Mathematics** | 70% | 71% | 61% | 57% | 58% | 58% | 49% | 50% | 50% |
| **Science** | N/A | N/A | N/A | 53% | 54% | 53% | 57% | 60% | 59% |

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

### STAR Test Results by Student 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.

| | STUDENTS SCORING PROFICIENT OR ADVANCED | | |
|---|---|---|---|
| **STUDENT GROUP** | **ENGLISH/ LANGUAGE ARTS 2012–2013** | **MATHEMATICS 2012–2013** | **SCIENCE 2012–2013** |
| **African American** | N/A | N/A | N/A |
| **American Indian or Alaska Native** | N/A | N/A | N/A |
| Asian | 71% | 86% | N/A |
| **Filipino** | N/A | N/A | N/A |
| **Hispanic or Latino** | 48% | 56% | N/A |
| **Pacific Islander or Native Hawaiian** | N/A | N/A | N/A |
| **White (not Hispanic)** | N/A | N/A | N/A |
| **Two or more Races** | N/A | N/A | N/A |
| **Boys** | 64% | 73% | N/A |
| **Girls** | 48% | 53% | N/A |
| **Socioeconomically disadvantaged** | 55% | 62% | N/A |
| **English Learners** | 51% | 62% | N/A |
| **Students with disabilities** | N/A | N/A | N/A |
| **Receives migrant education services** | N/A | N/A | N/A |

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

<div align="center" style="background:blue;color:white">**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 | 2010–2011 | 2011–2012 | 2012–2013 |
|---|---|---|---|
| **Statewide rank** | 5 | 6 | 7 |
| **Similar-schools rank** | N/A | 9 | 10 |

SOURCE: The API Base Report from May 2013.

## 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** | 2010–2011 | 2011–2012 | 2012–2013 | 2012–2013 |
| **All students at the school** | +34 | +22 | -57 | 791 |
| **Black/African American** | N/A | N/A | N/A | N/A |
| **American Indian or Alaska Native** | N/A | N/A | N/A | N/A |
| **Asian** | +115 | +31 | -85 | 893 |
| **Filipino** | N/A | N/A | N/A | N/A |
| **Hispanic or Latino** | +46 | +28 | -63 | 752 |
| **Pacific Islander** | N/A | N/A | N/A | N/A |
| **White (non Hispanic)** | N/A | N/A | N/A | N/A |
| **Two or more races** | N/A | N/A | N/A | N/A |
| **Socioeconomically disadvantaged** | +45 | +22 | -57 | 791 |
| **English Learners** | +59 | +49 | -78 | 778 |
| **Students with disabilities** | N/A | N/A | N/A | N/A |

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

# API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

| | SCHOOL | | DISTRICT | | STATE | |
|---|---|---|---|---|---|---|
| **SUBGROUP** | **NUMBER OF STUDENTS** | **API** | **NUMBER OF STUDENTS** | **API** | **NUMBER OF STUDENTS** | **API** |
| **All students** | 118 | 791 | 8,927 | 785 | 4,655,989 | 790 |
| **Black/African American** | 1 | N/A | 148 | 744 | 296,463 | 708 |
| **American Indian or Alaska Native** | 0 | N/A | 19 | 768 | 30,394 | 743 |
| **Asian** | 20 | 893 | 1,086 | 885 | 406,527 | 906 |
| **Filipino** | 2 | N/A | 453 | 862 | 121,054 | 867 |
| **Hispanic or Latino** | 87 | 752 | 6,863 | 762 | 2,438,951 | 744 |
| **Pacific Islander** | 1 | N/A | 84 | 810 | 25,351 | 774 |
| **White (non Hispanic)** | 3 | N/A | 217 | 863 | 1,200,127 | 853 |
| **Two or more races** | 4 | N/A | 57 | 812 | 125,025 | 824 |
| **Socioeconomically disadvantaged** | 117 | 791 | 8,857 | 785 | 2,774,640 | 743 |
| **English Learners** | 80 | 778 | 5,682 | 756 | 1,482,316 | 721 |
| **Students with disabilities** | 5 | N/A | 1,142 | 629 | 527,476 | 615 |

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

Alum Rock Union Elementary School District

## 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 770 or growth of at least one point.

## AYP for the District

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

| AYP CRITERIA | DISTRICT |
|---|:---:|
| Overall | No |
| Graduation rate | N/A |
| 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 2013.

## 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 | 3 of 3 |
| The year the district entered PI | 2004 |
| Number of schools currently in PI | 10 |
| Percentage of schools currently in PI | 34% |

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2013.

## DISTRICT EXPENDITURES

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 2011–2012** | | | |
| Total expenses | $106,205,180 | $8,575,019,725 | $46,420,178,248 |
| Expenses per student | $8,850 | $7,846 | $8,382 |
| **FISCAL YEAR 2010–2011** | | | |
| Total expenses | $108,121,522 | $8,497,573,732 | $46,278,595,991 |
| Expenses per student | $8,850 | $7,789 | $8,323 |

SOURCE: Fiscal Services Division, California Department of Education.

## District Salaries, 2011–2012

This table reports the salaries of teachers and administrators in our district for the 2011–2012 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** | $46,567 | $41,451 |
| **Midrange teacher's salary** | $72,497 | $67,655 |
| **Highest-paid teacher's salary** | $84,619 | $85,989 |
| **Average principal's salary (elementary school)** | $107,361 | $108,589 |
| **Superintendent's salary** | $196,000 | $182,548 |
| **Percentage of budget for teachers' salaries** | 44% | 42% |
| **Percentage of budget for administrators' salaries** | 6% | 5% |

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