



Ella P. Melbourne Elementary School

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ABC Unified School District

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A Message from the Principal

As the Principal I have the unique privilege of introducing you to the annual School Accountability Report Card for Melbourne Elementary School. The data contained within these pages will prove useful in informing you about our school and community. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. This requirement allows us the opportunity to share very valuable information with our readers. We at Melbourne are a Professional Learning Community school. This means that we have made the strongest commitment to each student to ensure academic success. We will do whatever it takes for each student to succeed. We have a very clear road map as to how we will educate each and every student. As a staff we have dedicated ourselves to utilizing the most effective teaching strategies with our students on a daily basis. In August, 2009, President Bill Clinton, founder of the William J. Clinton Foundation and the Alliance for a Healthier Generation recognized Melbourne at the fourth annual Healthy Schools Program in New York. Melbourne received a Bronze Award for their efforts towards creating a healthy environment for students, parents and staff. We will continue this year with our Proposition 49 After School Program grant in which we service one hundred of our students after school from 3:10-6:10, Monday through Friday. During this time they participate in academic interventions, homework help, sports programs, chess, music, chorus and many other activities. We will also continue to use our Federal Education Grant for our before and after school programs. Our students also have the opportunity each year to attend performances at the Cerritos Center for the Performing Arts as well as a variety of other educational fieldtrips. Many of our parents are involved in the PTA and School Site Council. We will continue to offer the best educational program for all of our students.

District Description

The culturally and ethnically diverse ABC Unified School District community is located in Southern California, within the boundaries of Los Angeles County. ABC Unified School District educates children in grades preschool through twelve from the communities of Lakewood, Artesia, Cerritos, Hawaiian Gardens, and portions of Norwalk. The District consists of nineteen elementary schools, five middle schools, three comprehensive high schools, a college preparatory 7-12 school, a continuation high school, preschool programs, infant/children centers, extended day care, and an adult school. Known throughout the State of California as a leader in educational planning and innovation, ABC Unified School District received the prestigious Golden Bell Award in 2003 and 2005 for program excellence by the California School Boards Association. The District has received State and National recognition for its schools, including California Distinguished School, Title 1 Achieving School, National Blue Ribbon, and Magnet School of Distinction awards. The ABC Unified School District places strong emphasis on high achievement for students and preparation for productive citizenship and is committed to providing strong instructional programs for all students to ensure excellence in education.

School Description

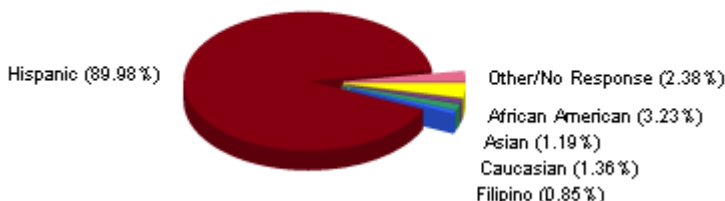
Melbourne Elementary School is located in the city of Lakewood, serving 605 students in grades kindergarten to sixth on a traditional calendar system. Melbourne Elementary School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Ella P. Melbourne Elementary is a school community where the highest expectations are maintained. Melbourne utilizes all available resources to enable students to become life-long learners who possess the ability to achieve their utmost potential. We promote a safe, nurturing, and stimulating environment that invites students to actively participate in educational opportunities. Melbourne provides a welcoming atmosphere in which parents and community members are encouraged to become immersed in student's educational endeavors. Individual academic and social needs of staff and students are met, creating a desirable environment where all participants are successful.

Mission Statement

The Mission of Melbourne Elementary School is: All of our students will learn grade-level standards through high-quality instruction, everyday. To 800 and beyond!

% of Student Enrollment by Ethnicity



Opportunities for Parent Involvement

Parents and community members are very supportive of the educational program at Melbourne Elementary School. Staff members and parents participate on various committees that make decisions regarding the priorities and directions of the educational plan to ensure instructional programs are consistent with student's needs and comply with ABC's Strategic Plan Goals.

Parents are encouraged to participate on one or more of the following committees or organizations:

- PTA
- School Site Council
- Volunteering in and out of the classroom
- A Parent walking class
- Student Study Teams
- English Language Advisory Committee
- Parent Workshops
- School-Wide Reading Incentive Program
- Parent Library (part of Melbourne Library)
- Back to School Nights (7 nights are held, one per grade level)
- Open House
- After School Parent Workshops

The School Site Council, consisting of school staff, parents, and community members, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of the various programs in relation to student achievement, and to act as a liaison between the community and the school.

Numerous programs are enriched by the generous contributions made by the following organizations to Melbourne Elementary School:

- Mimi's Cafe
- Home Town Buffet
- Nickel, Nickel
- Frantone's Pizza and Spaghetti
- Moscovitz Foundation
- City of Hawaiian Gardens
- Chuck E. Cheese
- Chic-Fil-A

Contact Information

For additional information about organized opportunities for parent involvement at Ella P. Melbourne Elementary School, please contact Principal Kathy Neder-Olivos at (562) 924-1658.

Average Class Size and Distribution

The "Class Size Distribution" table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|---------|---------|---------|----------------------|---------|---------|---------|---------|---------|---------|---------|--|
| Average Class Size | | | | Number of Classrooms | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | |
| K | 20.0 | 17.2 | 19.4 | 4 | 5 | 5 | | | | | | |
| 1st | 20.0 | 19.8 | 19.3 | 4 | 5 | 3 | | | | | | |
| 2nd | 20.0 | 19.8 | 19.0 | 5 | 4 | 5 | | | | | | |
| 3rd | 20.0 | 20.0 | 20.0 | 4 | 4 | 4 | | | | | | |
| 4th | 31.5 | 31.0 | 30.3 | | | | 2 | 2 | 3 | | | |
| 5th | 31.5 | 31.5 | 28.0 | | | | 2 | 2 | 2 | | | |
| 6th | 30.0 | 30.0 | 31.0 | | | | 3 | 2 | 2 | | | |
| K-3 | | | | | | | | | | | | |
| 3-4 | | | | | | | | | | | | |
| 4-8 | 20.5 | 25.0 | 30.0 | 1 | 1 | | 1 | 1 | 1 | | | |

School Safety Plan

Ella P. Melbourne Elementary School provides a safe, clean environment for students, staff and volunteers. The school in consultation with the Los Angeles County Office of Education has developed a comprehensive Safe School Plan. The safety plan provides students and staff with procedures ensuring a safe and orderly learning environment.

The plan includes:

- Current status of school crime
- Child abuse reporting procedures
- Disaster procedures: routing and emergency
- Notification to teachers
- Sexual harassment policy
- Provision of a school-wide dress code
- Safe ingress and egress of pupils and school employees to and from school
- Safe and orderly school environment
- School rules and procedures

The school evaluates the plan annually and updates it as needed with the approval of the School Site Council. An updated copy is available to the public in the school office.

Ella P. Melbourne Elementary School is a closed campus. During school hours, the entrance is secured to ensure that visitors check in with the office. All visitors are required to sign in and wear visitors' badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visits are restricted at certain times such as STAR testing, during lunch, breaks, before and after school. Supervisors and teachers monitor both students and the campus as a whole.

Date of Last Review/Update: January 8, 2009

Date Last Reviewed with Staff: October 7, 2009

School Climate

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.

| Suspensions and Expulsions | | | | | | |
|----------------------------|---------|---------|---------|----------|---------|---------|
| | School | | | District | | |
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| Suspension(s) | 9.2 | 7.7 | 8.7 | 9.6 | 9.4 | 8.5 |
| Expulsion(s) | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

School Facilities

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at Ella P. Melbourne Elementary School. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

School Facility Good Repair Status

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

| School Facility Good Repair Status | | | | | |
|--|---------------|------|------|------|--|
| Item Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [] | [X] | [] | [] | None needed. |
| Interior: Interior Surfaces | [] | [X] | [] | [] | Band room needed a missing ceiling tile replaced. A1 needed a stained ceiling tile replaced. Room 25 need a hole patched and painted. Kinder workroom had wet ceiling tile replaced. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [] | [X] | [] | [] | None needed. |
| Electrical: Electrical | [] | [X] | [] | [] | Many ballasts and one missing light cover needs to be replaced in the MPR. Rooms K1, A1, 5, 21, 26, 30 have bad ballasts. Rooms 12, 14, and 17 had missing outlet covers. Room 28 needed a broken outlet cover replaced as well as two bad ballasts. Room 30 had a missing motion detector cover and two bad ballasts. |

School Facility Good Repair Status

| Item Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [] | [X] | [] | [] | Drinking fountain stream is too low in MPR, room 9, and outside drinking fountain.. |
| Safety: Fire Safety, Hazardous Materials | [] | [X] | [] | [] | All staff were reminded that all hazardous materials needed to be removed from under sinks. All storage boxes stored on over head cabinets must be removed and Williams settlement posters needed to be posted in all classrooms. |
| Structural: Structural Damage, Roofs | [] | [X] | [] | [] | None needed. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [X] | [] | [] | None needed. |
| Overall Rating | [] | [X] | [] | [] | All the above areas were repaired and/or addressed. Overall condition of the school can be described as good. |

Date of Inspection: 10/16/09

Teachers

ABC Unified School District recruits and employs highly qualified credentialed teachers. This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| | Teacher Credentials | | | |
|--|---------------------|---------|---------|----------|
| | 2006-07 | 2007-08 | 2008-09 | District |
| With Full Credential | 28 | 28 | 26 | 918 |
| Without Full Credential | 0 | 0 | 2 | 9 |
| Teaching Outside Subject Area of Competence | 0 | 1 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

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

| | Misassignments/Vacancies | | |
|--|--------------------------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 |
| Misassignment of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 1 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Professional Development

Ella P. Melbourne Elementary School teachers actively seek opportunities for professional growth to provide effective instruction with the focus on student learning. Staff development is based on the assessed needs of the school personnel. Staff members work collaboratively to determine the school's needs and take direction from District and State requirements when establishing professional development goals for the school year. At Ella P. Melbourne Elementary School, school- wide training focus areas include technology, differentiation, and using data to drive instruction. Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and by sharing their experiences and knowledge with colleagues. The District offers professional development funds to school sites for professional development activities. Professional Learning Communities and Secondary Literacy are examples of district wide professional development.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
|---|--|-----------------------------|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| This School | 100% | 0% |
| All Schools in District | 99.5% | 0.5% |
| High-Poverty Schools in District | 100% | 0% |
| Low-Poverty Schools in District | 99.7% | 0.3% |

Support Staff

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

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

Curriculum and Instructional Materials

At ABC Unified School District, all students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

| Core Curriculum Area | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|------------------------|---|
| Reading/Language Arts | 0 |
| Mathematics | 0 |
| Science | 0 |
| History-Social Science | 0 |
| Health | 0 |

School Finances

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

| Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08) | | | | |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
| School Site | \$5,914 | \$1,018 | \$4,896 | \$68,416 |
| District | --- | --- | \$5,433 | \$72,259 |
| Percent Difference – School Site and District | --- | --- | -11% | -2% |
| State | --- | --- | \$5,512 | \$67,049 |
| Percent Difference – School Site and State | --- | --- | -8% | 5% |

Types of Services Funded (Fiscal Year 2008-09)

The total district budget for 2008-2009 was \$176,549,778. The district spent \$5,833.11 per student.

63.93 cents of every dollar went to teacher salaries and 12.40 cents was spent for administration.

The remainder (23.67 cents) was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance as well as the board of education, and district departments).

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$38,861 | \$42,065 |
| Mid-Range Teacher Salary | \$67,520 | \$67,109 |
| Highest Teacher Salary | \$91,687 | \$86,293 |
| Average Principal Salary (Elementary) | \$115,392 | \$107,115 |
| Average Principal Salary (Middle) | \$114,601 | \$112,279 |
| Average Principal Salary (High) | \$132,245 | \$122,532 |
| Superintendent Salary | \$216,282 | \$216,356 |
| Percent of Budget for Teacher Salaries | 42.5% | 39.4% |
| Percent of Budget for Administrative Salaries | 5.3% | 5.5% |

California Standards Test (CST)

California Standards Tests (CSTs) assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The State target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the State. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. Detailed information regarding results for each grade level can be found at the California Department of Education's website at <http://star.cde.ca.gov>

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

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts | 26 | 32 | 34 | 52 | 55 | 58 | 43 | 46 | 50 |
| Mathematics | 35 | 38 | 50 | 54 | 54 | 57 | 40 | 43 | 46 |
| Science | 22 | 38 | 41 | 48 | 57 | 60 | 38 | 46 | 50 |
| History-Social Science | | | | 44 | 48 | 56 | 33 | 36 | 41 |

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | 33 | 33 | * | |
| American Indian or Alaska Native | * | * | * | |
| Asian | * | * | * | |
| Filipino | * | * | * | |
| Hispanic or Latino | 33 | 49 | 37 | |
| Pacific Islander | * | * | * | |
| White (not Hispanic) | | | | |
| Male | 29 | 49 | 57 | |
| Female | 40 | 50 | 21 | |
| Economically Disadvantaged | 35 | 49 | 40 | |
| English Learners | 19 | 44 | 13 | |
| Students with Disabilities | 10 | 26 | 42 | |
| Students Receiving Migrant Education Services | 36 | 59 | * | |

Physical Fitness Testing

In the spring of each year, California schools are required to administer a physical fitness test to all students in the fifth, seventh and ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet the standards all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period.

| Percent of Students Meeting Fitness Standards | | | |
|---|-----------------------|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| Grade 5 | 17.6 | 28.4 | 25.7 |

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks - Three Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | | | |
|-----------------|------|------|------|
| | 2006 | 2007 | 2008 |
| Statewide | 2 | 2 | 3 |
| Similar Schools | 5 | 5 | 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 | | | API Score |
|----------------------------------|-------------------|---------|---------|-----------|
| | 2006-07 | 2007-08 | 2008-09 | 2009 |
| All Students at the School | 7 | 21 | 22 | 749 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 1 | 23 | 28 | 748 |
| Pacific Islander | | | | |
| White (not Hispanic) | | | | |
| Socioeconomically Disadvantaged | 4 | 18 | 27 | 744 |
| English Learners | 16 | 15 | 32 | 732 |
| Students with Disabilities | 2 | | | |

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| AYP Criteria | School | District |
|---|--------|----------|
| Overall | No | No |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | No | No |
| Percent Proficient - Mathematics | Yes | No |
| API | Yes | Yes |
| Graduation Rate | N/A | Yes |

Federal Intervention Program

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

| Indicator | School | District |
|--|-----------|-----------|
| Program Improvement Status | In PI | Not In PI |
| First Year of Program Improvement | 2004-2005 | |
| Year in Program Improvement | Year 5 | |
| Number of Schools Currently in Program Improvement | N/A | 7 |
| Percent of Schools Currently in Program Improvement | N/A | 23.3 |

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

NAEP Reading and Mathematics Results for All Students by Grade Level

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

| Subject and Grade Level | Average Scale Score | | State Percent at Achievement Level | | |
|----------------------------------|---------------------|----------|------------------------------------|------------|----------|
| | State | National | Basic | Proficient | Advanced |
| Reading 2007, Grade 4 | 209 | 220 | 30 | 18 | 5 |
| Reading 2007, Grade 8 | 251 | 261 | 41 | 20 | 2 |
| Mathematics 2009, Grade 4 | 232 | 239 | 41 | 25 | 5 |
| Mathematics 2009, Grade 8 | 270 | 282 | 36 | 18 | 5 |

NAEP Reading and Mathematics Results for Students w/ Disabilities and/or English Learners by Grade Level

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities (SWD) and/or English Learner (EL) Students for grades four and eight.

| Subject and Grade Level | Average Scale Score | | State Percent at Achievement Level | |
|---------------------------|---------------------|----|------------------------------------|----|
| | SWD | EL | SWD | EL |
| Reading 2007, Grade 4 | 74 | 93 | 65 | 80 |
| Reading 2007, Grade 8 | 78 | 92 | 66 | 77 |
| Mathematics 2009, Grade 4 | 79 | 96 | 84 | 94 |
| Mathematics 2009, Grade 8 | 85 | 96 | 78 | 92 |

DataQuest and Access to the Internet

DataQuest is an online data tool located on the CDE DataQuest Web page 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 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.