

# C.T. English Middle School

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES 6-8

23800 Summit Road Los Gatos, CA 95030

Phone: (408) 353-1123

Website: [www.loma.k12.ca.us/CTE](http://www.loma.k12.ca.us/CTE)

**Henry Castaniada**  
Superintendent

**Corey Kidwell**  
Principal

## Principal's Message

Our District lies at the heart of the Santa Cruz Mountains and benefits from an active and engaged community. In the spirit of this community, our school has developed strategies for providing an excellent education that nurtures the whole child.

## Parental Involvement

Parents are encouraged to, and do, take an active role in school leadership and programs. CT English Middle School has a very active Home and School Club and equally active School Site Council. Our foundation, the Loma Public Education Fund, and our Community Foundation keeps all community members apprised of school activities while they actively fundraise for specific programs. Parents assist in extracurricular activities including sports, community service clubs, operating a school lunch program, and volunteer in the classroom.

For more information on how to become involved, please contact CT English Middle School Home & School Club President, Leslie O'Malley at (408) 205-7976

## School Safety

The design of C.T. English Middle School allows for excellent supervision of students throughout the school day. Teachers, administrators, and staff supervise students 20 minutes before and after the instructional day. Teachers and office staff ensure that students are released only to parents and/or other responsible adults. An on-site before- and after-school care facility is located on campus as an option for working parents. In addition, the on-campus volunteer Sheriff's Office frequently provides assistance with parking lot traffic during drop-off and pick-up times. All campus visitors must sign in and out and are closely monitored in their work on campus and with students. The School Safety Plan was reviewed near the beginning of the school year by a joint K-8 committee.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in December 2010. Key elements of the plan include monthly safety drills, crisis intervention plans, and insert other details.



## Loma Prieta Joint Union School District

23800 Summit Road  
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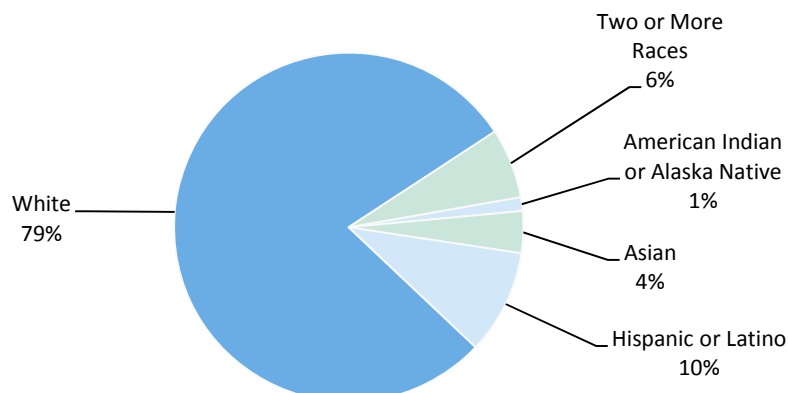
[www.loma.k12.ca.us/district](http://www.loma.k12.ca.us/district)

## District Mission Statement

Our schools are the center of our community and the hub of local activity. Community involvement and commitment engender a positive and nurturing climate. Here, our students develop a sense of belonging, a spirit of community, a desire for excellence and a lifelong love of learning. Education in the Loma Prieta Joint Union Elementary School District is a team approach based on mutual respect. Our team is composed of staff, parents, students, and members of the community working together to achieve academic excellence.

## Enrollment and Demographics

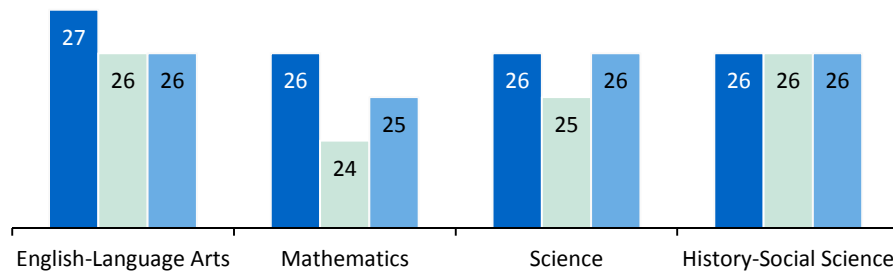
The total enrollment at the school was 155 students for the 2009-10 school year.



### Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.



### Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	1	4	1	1	5			4	
Mathematics	2	4		3	3			4	
Science	1	5		1	5			4	
History-Social Science	1	5		1	5			4	

### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. For 2009-10, no information is available for C.T. English Middle School regarding the California PFT. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

*“In the spirit of this community, our school has developed strategies for providing an excellent education that nurtures the whole child.”*



### Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate			
C.T. English MS			
07-08	08-09	09-10	
0.006	0.078	0.039	
Loma Prieta JUESD			
07-08	08-09	09-10	
0.025	0.037	0.049	
Expulsion Rate			
C.T. English MS			
07-08	08-09	09-10	
0.000	0.000	0.000	
Loma Prieta JUESD			
07-08	08-09	09-10	
0.000	0.000	0.000	



### Textbooks and Instructional Materials

All textbooks are adopted from State-approved lists and are consistent with the Curriculum Frameworks adopted by the State Board of Education. Every child has their own textbooks and instructional materials to use in class and to take home. Printed and digital instructional materials are available to English Learners.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Holt, Rinehart & Winston, <i>Literature and Language Arts Introductory Course (6)</i>	2003
English-Language Arts	Holt, Rinehart & Winston, <i>Book 1 Literature and Language Arts (7)</i>	2003
English-Language Arts	Holt, Rinehart & Winston <i>Book 2 Literature and Language Arts (8)</i>	2003
Mathematics	California McDougal Littell, <i>Math Course 2 (A Pre-Algebra Course) (6)</i>	2008
Mathematics	California McDougal Littell, <i>Math Algebra 1 (7)</i>	2008
Mathematics	McDougal Littell, <i>Algebra Structure and Methods (8)</i>	1998
Science	<i>CPO Focus on Earth Science,</i> <i>CPO Science Pub. (6)</i>	2008
Science	<i>California Focus on Earth Science,</i> <i>Pearson Prentice Hall Pub. (6)</i>	2008
Science	<i>California Science Explorers, Focus on Physical Science,</i> <i>Pearson Prentice Hall Pub. (7)</i>	2008
Science	<i>California Science Explorers, Focus on Life Science,</i> <i>Pearson Prentice Hall Pub. (8)</i>	2008
History-Social Science	Holt <i>California Social Studies World History</i> <i>Ancient Civilization (6)</i>	2007
History-Social Science	Holt <i>California Social Studies, World History</i> <i>Medieval to Early Modern Times (7)</i>	2007
History-Social Science	Holt <i>California Social Studies,</i> <i>United States History Independence to 1914 (8)</i>	2007
Foreign Language	Holt, Rinehart & Winston <i>Ven Conmigo Spanish Level 1 (7-8)</i>	2003

Note: This data was most recently collected and verified in August 2010.

### Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

C.T. English MS

Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%



“Here, our students develop a sense of belonging, a spirit of community, a desire for excellence and a lifelong love of learning.”

### School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

### School Facility Good Repair Status

This inspection determines the school facility’s good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			8/27/2010
Date of the Most Recent Completion of the Inspection Form			8/27/2010

**Note:** At the time of this school facility inspection, no deficiencies were found.

### School Facilities

Our community passed Measure K in 2002, a bond providing funds for several projects including the building of a new school. We took possession of the new building in October 2006. The building is in excellent repair.

This new school had multiple inspections by many agencies and passed them all. A few minor problems were quickly corrected. The condition of the facility is exemplary.

C.T. English Middle School has 10 classrooms, eight of which are used for regular classroom teaching, one is used part-time for district special classes. The school also has a Library, a Technology Lab, a Gymnasium, athletic fields, and a play area. The maintenance crew has a regular schedule of daily cleaning supplemented with special projects carried out during school breaks. There are two regular janitors and two part-time janitor/general maintenance staff. Two janitors work split shift and evenings cleaning classrooms on rotation. One janitor works during school hours arriving early to open the school. Part-time staff assists with clean-up and maintenance as needed. Janitor/Maintenance staff serve the entire district.

The District completed installation of a new water main line and distribution system on November 14, 2010.

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### School Facilities

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The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$67,000 for the Deferred Maintenance Program. This represents 1.5% of the District’s general fund budget.

*“The design of C.T. English Middle School allows for excellent supervision of students throughout the school day.”*



### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	C.T. English MS			Loma Prieta JUESD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	80%	84%	85%	76%	84%	86%	46%	50%	52%
Mathematics	71%	74%	80%	76%	82%	85%	43%	46%	48%
Science	87%	91%	79%	88%	89%	85%	46%	50%	54%
History-Social Science	85%	89%	91%	85%	89%	91%	36%	41%	44%

### STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	86%	85%	85%	91%
All Students at the School	85%	80%	79%	91%
Male	81%	77%	81%	94%
Female	89%	84%	76%	86%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	54%	69%	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	88%	80%	83%	93%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	50%	38%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf).



## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

## API Ranks

API Ranks — Three Year Comparison

	2007	2008	2009
Statewide API Rank	10	10	10
Similar Schools API Rank	8	5	9

## API Growth by Student Group

API Growth by Student Group — Three Year Comparison

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-22	22	11
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	-25	14	26
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



## API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

## API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	C.T. English MS	Loma Prieta JUESD	California
All Students	925	935	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	753
White	937	942	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	■	712
English Learners	■	■	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

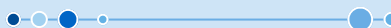
Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	C.T. English MS	Loma Prieta JUESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

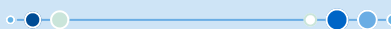
◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



*“Education in the Loma Prieta Joint Union Elementary School District is a team approach based on mutual respect.”*



### Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	C.T. English MS		Loma Prieta JUESD	
<b>Met Overall AYP</b>	Yes		Yes	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	Yes	Yes
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.

### Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
<b>Number of Academic Counselors (FTE)</b>	0.0
<b>Ratio of Students Per Academic Counselor</b>	✧
Support Staff	FTE
<b>Counselor (Social/Behavioral or Career Development)</b>	0.25
<b>Library Media Teacher (Librarian)</b>	0.0
<b>Library Media Services Staff (Paraprofessional)</b>	0.6
<b>Psychologist</b>	0.2
<b>Social Worker</b>	0.0
<b>Nurse</b>	0.2
<b>Speech/Language/Hearing Specialist</b>	0.8
<b>Resource Specialist (non-teaching)</b>	0.0
<b>Other</b>	0.0

✧ Not applicable.

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

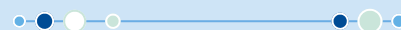
1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



## Teacher Qualifications

Teacher Credential Information				
	Loma Prieta JUESD	C.T. English MS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	21.2	10	8	8.2
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

## Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions			
	C.T. English MS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
C.T. English MS	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100%	0%

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



## Professional Development

All CTE teachers are fully credentialed and teaching in appropriate grade levels and subjects. Grade level/departmental teams meet frequently to ensure cohesive, consistent lessons among classes. Wednesdays are minimum days to allow teachers to collaborate with colleagues on specific topics. Minimum days are also used for staff development in the areas of math, writing and technology, and areas determined by a careful examination of student assessment data. Teachers have done an excellent job of seeking professional development opportunities individually and as grade level teams. In addition to the weekly minimum days, no less than three days per year are allocated to on site staff development and articulation based on student data and teacher surveys.



## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Loma Prieta JUESD	Similar Sized District
Beginning Teacher Salary	\$45,093	\$38,905
Mid-Range Teacher Salary	\$62,191	\$56,504
Highest Teacher Salary	\$83,149	\$71,750
Average Principal Salary	\$114,683	\$92,053
Superintendent Salary	\$137,936	\$111,055
Teacher Salaries — Percent of Budget	33%	37.9%
Administrative Salaries — Percent of Budget	12.8%	6.8%

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	C.T. English MS
Total Expenditures Per Pupil	\$11,259
Expenditures Per Pupil From Restricted Sources	\$3,369
Expenditures Per Pupil From Unrestricted Sources	\$7,890
Annual Average Teacher Salary	\$71,605

## Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
C.T. English MS	\$7,890	\$71,605
Loma Prieta JUESD	\$7,982	\$70,768
California	\$5,681	\$57,352
School and District — Percent Difference	-1.2%	+1.2%
School and California — Percent Difference	+28.0%	+19.9%

## Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



## Types of Services Funded

Beyond the regular education program, LPJUSD offers its facilities for before- and after-school care, Gifted and Talented Education (GATE) classes, community classes, a large variety of extra-curricular sports, enrichment classes, a local theater company which performs adult and children's semi-professional performances, and numerous community events.

## School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

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