

# Fresno Unified School District

## School Accountability Report Card

### School Year 2008-2009

*Published During 2009-2010*



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### Addams Elementary School



**Principal:** Juanita Montano-Varela

2117 W. McKinley  
Fresno, CA 93728  
Phone: (559) 457-2510  
Grade Level: PreSchool - 6  
CDS Code: 10621666006068

#### District Core Beliefs

##### *Student Learning*

- \* *Every student can and must learn at grade level and beyond*

##### *High Quality Instruction*

- \* *Teachers must demonstrate the ability and desire to educate each child at a high level.*

##### *Leadership*

- \* *Leaders must perform courageously and ethically to accomplish stated goals*

##### *Safety*

- \* *A safe learning and working environment is crucial to student learning*

##### *Culture*

- \* *Fresno Unified is a place where:*
  - o Diversity is valued*
  - o Educational excellence and equity are expected*
  - o Individual responsibility and participation by all is required*
  - o Collaborative adult relationships are essential*
  - o Parents, students and the community as a whole are vital partners*

#### District Commitments

##### *Student Learning*

- \* *We will provide all students access to high quality options and a variety of activities.*
- \* *We will implement, continue or expand practices proven to raise student achievement; and eliminate practices that do not.*

##### *High Quality Instruction*

- \* *We expect all students to achieve their personal best; differences in achievement among socio-economic and ethnic groups are not acceptable.*
- \* *We expect effective teacher performance toward desired results.*

##### *Leadership*

- \* *We will require the timely delivery of high quality services to every site.*
- \* *We will sustain and monitor a financial plan that ensures the viability of the district.*
- \* *We will provide a safe, clean, and orderly learning and working environment.*

##### *Culture*

- \* *We will establish collaborative relationships with staff, parents, students, and the community.*
- \* *We strongly encourage and welcome the valuable contributions of our families.*
- \* *We expect and depend upon individual responsibility.*

## I. About This School

### DataQuest

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

### Internet Access

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

### Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	137	Grade 8	0
Grade 1	156	Ungraded Elementary	0
Grade 2	141	Grade 9	0
Grade 3	103	Grade 10	0
Grade 4	108	Grade 11	0
Grade 5	123	Grade 12	0
Grade 6	101	Ungraded Secondary	0
Grade 7	0	Total Enrollment	869

### Student Enrollment by Group

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	93 (10.7%)	White (not Hispanic)	106 (12.2%)
American Indian or Alaska Native	13 (1.5%)	Multiple or No Response	1 (0.1%)
Asian	53 (6.1%)	Socioeconomically Disadvantaged	869 (100%)
Filipino	0 (0.0 %)	English Learners	287 (33%)
Hispanic or Latino	599 (68.9%)	Students with Disabilities	78 (9%)
Pacific Islander	4 (0.5%)	---	---



## II. School Climate

### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
<b>Suspensions (number)</b>	287	254	421	18650	16904	17600
<b>Suspensions (rate)</b>	30.1	30.6	46.9	23.4	22.1	24.8
<b>Expulsions (number)</b>	5	2	2	669	770	559
<b>Expulsions (rate)</b>	0.5	0.24	0.2	0.8	1.0	0.8

### School Safety Plan

#### Comprehensive Safe School Plan

The Fresno Unified School District (FUSD) Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have emergency management responsibilities. The CSSP is used during all emergency incidents involving a FUSD School facility.

#### Safe School Plan

In addition to the CSSP, a safe school leadership team at each school develops a safe school plan. This plan is submitted to the school site council for approval prior to March 1st of each year.

The Safe School Plan includes the following key elements:

##### Safe School Leadership Team

The safe school leadership team is led by a campus administrator (usually the principal). The team consists of the Principal, the office manager, the school nurse, the campus officer (if applicable), an additional certificated employee, and an additional classified employee. Each person on the team is backed up by an alternate in case they are not on campus. This team develops the Safe School Plan at each school.

##### Threat Assessment Team/Student Wellness Team

This team is responsible for evaluating and mitigating threats posed by students or outside individuals. The principal, school nurse, school psychologists, and police officer are the members of this team.

##### First Aid Responders

Individuals who have been trained in cardiopulmonary resuscitation (CPR) and First Aid act as first responders at each campus

##### Student Release Team

In the event of an emergency at each campus that requires the evacuation of students from the campus, this team reunites the students with their parent/guardian

##### Strategies for improving school safety/climate

Using district and school site data, the school plans specific strategies to minimize problems and to promote a positive learning environment for all of students on campus

### 2008 – 2009 Drill Schedule

Fire Drills are conducted once per month at the elementary and middle schools and two times per year at high schools. Lockdown Drills are conducted three times per year at all schools. Lockdown drills are strategically planned to ensure that drills account for a variety of situations.

Earthquake Drills are conducted once each year at all schools

### Coordination with First Responders

Copies of both documents are provided to the Fresno Police Department, the Fresno Fire Department, and American Ambulance Service's Emergency Medical Services.

### III. School Facilities

#### School Facility Conditions and Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional.

- **Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

- **Cleaning Process and Schedule**

The district governing board has adopted cleaning standards and schedules for all schools in the district. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. In addition, the District conducted a pilot program to centralize custodial services for High Schools. This process is coordinated by area coordinators and utilizes a team approach to ensure that consistent cleaning standards are upheld and products used.

- **Deferred Maintenance Budget**

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.

- **Facilities Master Plan**

Fresno Unified School District (FUSD) is in the process of major change to improve our schools and the education all Fresno students receive. As a result, FUSD is creating a long range facilities master plan. This plan will provide important information on what our school facilities should look and feel like now and in the future to provide excellent education and a great school experience for all students. More information is available at: <http://www.fresnounified.org/dept/planning/masterplan/default.aspx>

- **Use of Facilities Inspection Tool (FIT)**

To assist in the process of ensuring that all schools are clean, safe, and functional effort, the district uses the Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC). The results of this annual inspection are outlined in the two tables below.

#### School Facility Good Repair Status

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

Inspector Name: **Scott Newmann, Contractor**

Date of Inspection: **10/26/2009**

Addams

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	GOOD			<p><b>Total Number of Areas Inspected</b></p> <p style="text-align: center; border: 1px solid black; padding: 5px;"><b>155</b></p> <p><b>All remaining items will be completed by:</b></p> <p style="text-align: center; border: 1px solid black; padding: 5px;"><b>12/31/2009</b></p> <p><i>A detailed copy of the school's completed Facilities Inspection Tool (FIT) is listed below.</i></p>
Mechanical Systems	GOOD			
Sewer	GOOD			
Interior Surfaces (walls, floors, and ceilings)	GOOD			
Overall Cleanliness	GOOD			
Pest/Vermin Infestation	GOOD			
Electrical (interior and exterior)	GOOD			
Restrooms	GOOD			
Drinking Fountains (inside and outside)	GOOD			
Fire Safety	GOOD			
Hazardous Materials(interior and exterior)	GOOD			
Structural Damage	GOOD			
Roofs	GOOD			
Playground/School Grounds	GOOD			
Windows/Doors/Gates (interior and exterior)	GOOD			
<b>Overall Summary</b>	<b>GOOD (98.6%)</b>			

**A. SYSTEMS: GAS LEAKS:**

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**A. SYSTEMS: MECHANICAL SYSTEMS:**

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**A. SYSTEMS: SEWER:**

--

**B. INTERIOR SURFACES (WALLS, FLOORS, & CEILINGS):**

**Cabinet broken**

1 - Resource Room

**Ceiling Tile loose, broken, damaged, or missing**

3 - Classroom

1 - Restroom

**Paint needed**

1 - Multipurpose Room

**C. CLEANLINESS: OVERALL CLEANLINESS:**

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**C. CLEANLINESS: PEST/VERMIN INFESTATION:**

--

**D. ELECTRICAL (INTERIOR & EXTERIOR):**

**Electric cover plate missing**

1 - Restroom

**Exposed wires**

1 - Multipurpose Room

2 - Office

**E. RESTROOMS/FOUNTAINS: RESTROOMS:**

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**E. RESTROOMS/FOUNTAINS: DRINKING FOUNTAINS (INSIDE & OUTSIDE):**

**Sink leaking**

1 - Restroom

**F. SAFETY: FIRE SAFETY:**

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**F. SAFETY: HAZARDOUS MATERIALS (INTERIOR & EXTERIOR):**

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**G: STRUCTURAL: STRUCTURAL DAMAGE:**

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**G: STRUCTURAL: ROOFS:**

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**H: EXTERNAL: PLAYGROUND/SCHOOL GROUNDS:**

**Drinking fountain broken**

1 - Classroom

**Standing water**

1 - Grounds

**Trip hazard**

1 - Office

**H: EXTERNAL: WINDOWS/DOORS/GATES (INTERIOR & EXTERIOR):**

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## IV. Teachers

### Teacher Credentials

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

Teachers	School			District
	2006-2007	2007-2008	2008-2009	2008-2009
With Full Credential	46	41	43	3971
Without Full Credential	0	0	0	62
Teaching Outside Subject Area of Competence	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments	1	1	1
Vacant Teacher Positions	0	1	0

### 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	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	83.8	16.2
High-Poverty Schools in District	83.3	16.7
Low-Poverty Schools in District	90.5	9.5

## V. Support Staff

### Academic Counselors and Other Support Staff

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

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

## VI. Curriculum and Instructional Materials

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Sufficient Materials Available	0%
Mathematics	Sufficient Materials Available	0%
Science	Sufficient Materials Available	0%
History-Social Science	Sufficient Materials Available	0%
Foreign Language	Sufficient Materials Available	0%
Health	Sufficient Materials Available	0%
Visual and Performing Arts	Sufficient Materials Available	0%
Science Laboratory Equipment (grades 9-12)	Sufficient Materials Available	0%

Source: 2009 Sufficiency of Instructional Materials Survey

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,360	\$2,341	\$5,020	\$66,918
District	---	---	\$5,087	\$64,815
Percent Difference – School Site and District	---	---	-1%	-3%
State	---	---	\$5,512	\$67,049
Percent Difference – School Site and State	---	---	-9%	0%

### 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	\$38,347	\$42,065
Mid-Range Teacher Salary	\$63,656	\$67,109
Highest Teacher Salary	\$73,718	\$86,293
Average Principal Salary (Elementary)	\$99,312	\$107,115
Average Principal Salary (Middle)	\$102,680	\$112,279
Average Principal Salary (High)	\$115,397	\$122,532
Superintendent Salary	\$239,258	\$216,356
Percent of Budget for Teacher Salaries	39.5	39.4
Percent of Budget for Administrative Salaries	7.2	5.5

### Types of Services Funded

The district spent \$102 million for students participating in State and Federal categorical grant programs. The following are some of the special categorical programs provided to students at this school:

Bilingual Education, Early Intervention, High Priority Grant, Mentor Teacher Program, Neighborhood GATE Classes, Reading Resources Teacher, School Improvement Program, Special Education - Resource Specialist, State Pre-School, Title I, Neighborhood Resource Center, Early Headstart and School Readiness Program

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CST Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	28	26	30	29	32	35	43	46	50
Mathematics	39	38	45	28	32	36	40	43	46
Science	17	19	20	24	32	34	38	46	50
History-Social Science	0	0	0	22	25	29	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.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	16	26	7	
American Indian or Alaska Native	*	*	*	
Asian	31	43	*	
Filipino				
Hispanic or Latino	29	45	20	
Pacific Islander	*	*	*	
White (not Hispanic)	44	60	31	
Male	27	44	21	
Female	32	46	18	
Economically Disadvantaged	31	45	20	
English Learners	16	38	3	
Students with Disabilities	12	27	0	
Students Receiving Migrant Education Services	20	45	36	

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

### California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.8	36.1	13.1
7	0.0	0.0	0.0
9	0.0	0.0	0.0

## IX. Accountability

### Academic Performance Index

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

### API Ranks – Three-Year Comparison

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

API Rank	2006-2007	2007-2008	2008-2009
Statewide	2	2	2
Similar Schools	6	7	5

### API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2006-2007	2007-2008	2008-2009	2009
All Students at the School	24	4	4	710
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	24	-1	707
Pacific Islander	--	--	--	--
White (not Hispanic)	--	--	--	--
Socioeconomically Disadvantaged	24	4	4	710
English Learners	44	10	-5	687
Students with Disabilities	--	--	--	--

## Adequate Yearly Progress

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

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

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

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	<b>13 of 17 criteria (No)</b>	<b>33 of 46 criteria (No)</b>
<b>Participation Rate - English-Language Arts</b>	<b>100% (Yes)</b>	<b>99% (Yes)</b>
<b>Participation Rate - Mathematics</b>	<b>100% (Yes)</b>	<b>99% (Yes)</b>
<b>Percent Proficient - English-Language Arts</b>	<b>32.6% (No)</b>	<b>38.3% (No)</b>
<b>Percent Proficient - Mathematics</b>	<b>47.2% (Yes)</b>	<b>46.9% (Yes)</b>
<b>API</b>	<b>710 (Yes)</b>	<b>702 (Yes)</b>
<b>Graduation Rate</b>	<b>N/A</b>	<b>No</b>

## 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
<b>Program Improvement Status</b>	<b>In PI</b>	<b>In PI</b>
<b>First Year of Program Improvement</b>	<b>2003-2004</b>	<b>2004-2005</b>
<b>Year in Program Improvement</b>	<b>Year 5</b>	<b>Year 3</b>
<b>Number of Schools Currently in Program Improvement</b>	<b>---</b>	<b>61</b>
<b>Percent of Schools Currently in Program Improvement</b>	<b>---</b>	<b>58.1</b>

## X. School Completion and Postsecondary Preparation (Secondary Schools Only)

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.0	0.0	0.0	4.6	7.9	0.0	3.5	4.4	3.9
Graduation Rate	0.0	0.0	0.0	79.0	75.7	0.0	83.4	80.6	80.2

### Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	N/A	3604	N/A
African American	N/A	342	N/A
American Indian or Alaska Native	N/A	27	N/A
Asian	N/A	814	N/A
Filipino	N/A	27	N/A
Hispanic or Latino	N/A	1560	N/A
Pacific Islander	N/A	6	N/A
White (not Hispanic)	N/A	828	N/A
Socioeconomically Disadvantaged	N/A	1296	N/A
English Learners	N/A	1305	N/A
Students with Disabilities	N/A	191	N/A

### Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

### Career Technical Education Programs (School Year 2008-09)

Fresno Unified School District (FUSD) is creating an articulated system of Career Technical Education that begins in elementary school and connects to our higher education partners. FUSD will reshape and revitalize the role of Career Technical Education (CTE) as an engine of education reform as well as workforce and economic development for our community. This new system of CTE will emphasize career awareness, exploration and preparation; include a coherent and integrated set of career-themed pathways; utilize applied learning strategies; and focus on creating meaningful, sustainable partnerships with all our stakeholders. All of this reform work will provide enhanced options for our students and ultimately fulfill the FUSD mission of ***Preparing Career-Ready Graduates***.

With a focus on rigorous and relevant content, experiential learning, career awareness, and demonstrated outcomes, CTE can provide a context for academic coursework and set the standard for the kind of challenging, engaging, student-centered instruction that is required for students to succeed. CTE is both an educational strategy and the foundation of workforce development efforts. As an educational strategy, it inspires and facilitates learning and, unlike traditional vocational education, aims to prepare students for ongoing education, long-term careers, and entry into the workplace. As the foundation of workforce development, CTE in FUSD will respond to the needs of our economy and will provide seamless pathways that bridge all levels of education (K-Adult), enabling students to develop skills required in the workplace while pursuing their personal, educational, and career goals.

### Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

### Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	N/A	---
English	N/A	---
Fine and Performing Arts	N/A	---
Foreign Language	N/A	---
Mathematics	N/A	---
Science	N/A	---
Social Science	N/A	---
All courses	N/A	N/A

## XI. Instructional Planning and Scheduling

### Professional Development

This school participated in all professional development stipulated in the Collective Bargaining Agreement with the Fresno Teachers Association during the past three years. This professional development currently includes:

- All teachers receive 27 hours of professional development per semester, delivered after the instructional day.
  - 2009-10 content includes: Map of Pedagogical Knowledge from *The Skillful Teacher, Building Your Teaching Skills*, has been one focus area. Two Skillful Teacher modules have been designed for district-wide training at the site level.
- All teachers have participated in 3 staff development buy back days, 1 day in August prior to the start of the school year and 2 days embedded into the year.
- Beginning teachers participate in a two year Beginning Teacher Support and Assessment induction program.
- Struggling teachers may request support through the Peer Assistance and Review program.

Additional District-sanctioned professional development which this site participates in includes:

- Additional professional development is specific to the site's involvement with district initiatives.
- The school sends members of their Instructional Leadership Team (ILT) to district-wide trainings three times per year, where training is delivered in a trainer of trainer model.
- Additional support in instructional strategies is provided by instructional coaches to all staff supporting students. Optional afterschool trainings are offered by various departments.

## XII. National Assessment of Educational Progress

### 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 (SD) and English language learners (ELL) 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 at <http://nces.ed.gov/nationsreportcard/>.

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 at <http://www.cde.ca.gov/ta/tq/nr/>.

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

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		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

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

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 and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
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