

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

Executive Summary School Accountability Report Card, 2009-10

Cox Bar Elementary School

Address: P.O. Box 529
Principal: Cherie L. Donahue

Phone: 530-623-6316
Grade Span: K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Cox Bar Elementary School is a single school district located in the rural mountain community of Big Bar in Trinity County. The two-room school serves approximately 12 students in Kindergarten through 8th grade. We have an additional 7-8 students in our morning pre-school class. The three classroom instructors and three paraprofessionals provide an excellent adult-to-student ratio resulting in continued high student achievement. A part-time principal, an administrative assistant, a cook/custodian, a bus driver, and maintenance person provide support to staff and students. Additional contracted staff provides instruction in the visual and performing arts; visiting professionals provide information and lessons in natural science and the environment. The school offers an after school program for Kindergarten through eighth grades with a daily academic and physical activity components. Also included are craft projects and other activities are incorporated to engage students in their learning. Tutoring is available on a case by case basis. Bus transportation to and from school is available to all students within the District.

Cox Bar School staff and community work together to create programs that produce articulate, confident, and skilled students. There is a strong focus on a well-balanced education for every student with high standards aimed at excellence and student empowerment. The arts are integrated into the regular classrooms and these help to promote a whole school family atmosphere with an emphasis on common values for all. Our School Site Council provides a format for school-wide decision-making. Fund raising activities and volunteering in the classroom provide opportunities for community involvement. Our vision is to support and promote a community/school family atmosphere with an emphasis on mutual support for all within a learning community.

Cox Bar Elementary School has been in continuous use on this site for almost 140 years. It is situated on approximately 1.8 acres of land leased from the United States Forest Service and is an ancient Chimariko Indian archaeological site. The school facility consists of two classrooms, a multi-purpose room, kitchen, and office. The school and school site serves as a focal point for students, their parents, and the community. The main building was built in 1970 with the latest remodels and additions being constructed in 1988.

Student Enrollment

Group	Enrollment
Number of students	12
Black or African American	0%
American Indian or Alaska Native	17%
Asian	0%
Filipino	0%
Hispanic or Latino	0%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	83%
Two or More Races	0%
Socioeconomically Disadvantaged	29%
English Learners	0%
Students with Disabilities	14%

Teachers

Indicator	Teachers
Teachers with full credential	2
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	86%
Mathematics	86%
Science	75%
History-Social Science	50%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	*
Statewide Rank (from 2009 Base API Report)	*
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 4
2010–11 Program Improvement Status (PI Year)	Not Receiving Title 1

*In 2010, this school had fewer than 11 valid Standardized Testing and Reporting (STAR) test scores. No reliable Academic Performance Index (API) can be calculated with so few scores.

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Routine monthly inspections have helped to ensure that the facility will remain in excellent condition. All equipment is well maintained and operating when needed.

Our custodian cleans the entire school each day at a time when it does not disrupt activities. Our maintenance person works on an hourly basis, usually on weekends.

Water quality tests are done on a monthly basis. Health inspections are done on a semi-annual basis. In-house safety inspections are done monthly and reviewed bi-annually by an insurance safety inspector.

The buildings are inspected every three years by Hazard Management Services for asbestos. Re-inspection is performed locally on a six-month basis. Cox Bar School contains no friable asbestos, and there are no action items on the Asbestos Management Plan.

The school provides bus service for the students in the District. The bus is in excellent condition and is maintained by the Trinity Alps Unified School District and inspected by both that office and the California Highway Patrol.

Repairs Needed

The track portion of the athletic field needs to be completed with surfacing material and edging. The asphalt area of the site is serviceable, but needs replacing. This encompasses the asphalt play area, parking lot, and driveway.

Corrective Actions Taken or Planned

The track is scheduled to be completed when we have available funding via grants, community donations and school funds. The paving project is currently approved, and on the Office of Public School Construction (OPSC) funded project list. Funds will be released in 5 installments over 5 years with the paving being scheduled upon the final installment in 2011-2012.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$24,212
District	\$24,212
State	\$5,681

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	COX BAR	District Name	COX BAR
Street	304 CORRAL BOTTOM ROAD	Phone Number	530-623-6316
City, State, Zip	BIG BAR, CA 96010	Web Site	HTTP://WWW.TCOEK12.ORG/~CB/
Phone Number	530-623-6316	Superintendent	CHERIE L. DONAHUE
Principal	CHERIE L. DONAHUIE	E-mail Address	
E-mail Address	CODNAHUE@TCOEK12.ORG	CDS Code	53-71688-6053714

School Description and Mission Statement (School Year 2009–10)

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

Mission Statement

To provide a safe environment that promotes academic excellence, responsible citizens, and a life-long desire for learning.

Vision Statement

Recognizing that youth are our most valuable resource, it is the vision of Cox Bar School to encourage a lifelong desire for learning through a variety of academic experiences, and to create, with the nurturing support of parents, staff, and community, a positive environment which promotes mutual respect, healthy relationships, personal responsibility and empowerment.

School Profile

Cox Bar School is a single school district located in the rural mountain community of Big Bar in Trinity County. The two-room school serves approximately 9 students in kindergarten through eighth grade. For three days per week there is a morning pre-school program to help ensure that our incoming students are prepared for kindergarten. The school offers an after- school program for kindergarten through eighth grades with a daily academic and physical activity component. Other activities are offered that enhance a students learning experience. Tutoring and intervention opportunities are available on a case by case basis.

Cox Bar School staff and community strive to work together to create programs that produce articulate, confident, and skilled students. There is a strong focus on a well-balanced education for every student with high standards aimed at excellence and student empowerment. The arts are integrated into the regular classrooms and these help to promote a whole school family atmosphere with an emphasis on common values for all. Our School Site Council provides a format for school-wide decision making. Fund raising activities and volunteering in the classroom provide opportunities for community involvement. Our goal is to support and promote a community/school family atmosphere with an emphasis on mutual support for all within a learning community.

Cox Bar Elementary School has been in continuous use on this site for almost 140 years. It is situated on approximately 1.8 acres of land leased from the United States Forest Service and is an ancient Chimariko Indian archaeological site. The school facility consists of two classrooms, a multi-purpose room, kitchen, and office. The school and school site serves as a focal point for students, their parents, and the community. The main building was built in 1970 with the latest remodels and additions being constructed in 1988.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Plan for Effective Parent Involvement

The involvement of families in their children's learning is seen as critically important. School personnel work to build positive relationships with families and create an atmosphere of learning and growth for all family members.

Our program will:

- Positively engage parents in supporting the school and their children's activities.
- Effect significant, positive parent participation, which will help raise or maintain student achievement in schools.
- Increase effective home/school communication between teachers and parents.
- Actively and effectively engage parents in supporting the school and their children's education.
- Increase students' love of reading and parents' involvement in their children's reading.

Strategies:

- The District's pre-school program encourages parents to attend with their students
- The District has developed a Board Policy and implementation directives specifically for the purpose of parent involvement
- Parent surveys are conducted annually
- Parents are encouraged to volunteer in school activities
- A monthly news bulletin informs parents of school activities
- Homework assignments encourage parents to become actively involved in their child's education
- Parents

Student Enrollment by Grade Level (School Year 2009–10)

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	3	Grade 8	4
Grade 1	3	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	1	Grade 10	0
Grade 4	1	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	12

Student Enrollment by Group (School Year 2009–10)

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
Black or African American	0	White	83
American Indian or Alaska Native	17	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	29
Filipino	0	English Learners	0
Hispanic or Latino	0	Students with Disabilities	14
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007–08			2008–09			2009–10				
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms			
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32
K											
1											
2											
3											
4											
5											
6											
K-3	7	1		6	1		6	1			
3-4	7	1		4	1		6	1			
4-8											
Other											

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2007–08			2008–09			2009–10				
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms			
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32
English											
Mathematics											
Science											
Social Science											

Not Applicable

III. School Climate

School Safety Plan (School Year 2009–10)

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

The school's Comprehensive Safety Plan is evaluated annually. It is reviewed by staff for thoroughness and for feasibility. All staff members have received First Aid and CPR training and are aware of their roles during an emergency. Staff also receives training on diabetes awareness and seizure protocol. Every effort is made to safeguard the welfare of Cox Bar Students and staff.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

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

The Cox Bar School Site consists of approximately two acres of land leased from the United States Forest Service. The school has been on this site for almost 140 years and is on an ancient Chimariko Indian archaeological site. Two classrooms, restrooms, a cafeteria, and kitchen are housed in the main building, with an office situated in close proximity. The main building was built in 1970 with the latest remodels and additions being constructed in 1988.

The playing "field" is under improvement. It is ready to have the track surfacing and edging completed. The Field Committee is gathering information to determine the type of edging and surfacing materials to be used. Future plans also include bleachers and lights. These improvements are dependent upon grants and donations and will be completed as monies are available.

Maintenance is a high priority to ensure a safe and well-kept environment. Deferred maintenance is tracked on a five-year planning basis. The plan is reviewed and updated annually, and presented for State approval.

Water quality tests are done on a monthly basis. Health inspections are done on a semi-annual basis. In-house safety inspections are done monthly and reviewed bi-annually by an insurance safety inspector. The school provides bus service for the students in the district.

Our custodial service cleans the entire school each day at a time when it does not disrupt activities. Our maintenance person works on an hourly basis, usually on weekends.

State modernization funds provide resources for upgrading the plant. Developer fees are collected by Trinity High School with Cox Bar School receiving 60% of the funds.

All buildings are inspected every three years by Hazard Management Services for asbestos. Re-inspection is performed locally each six-months. The school contains no friable asbestos; no action items on the Asbestos Management Plan

School Facility Good Repair Status (School Year 2010–11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	√			
Interior: Interior Surfaces	n/a	√			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	√			
Electrical: Electrical	n/a	√			
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	√			
Safety: Fire Safety, Hazardous Materials	n/a	√			
Structural: Structural Damage, Roofs	n/a	√			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a		√		Repave playground and parking lot
Overall Rating		√			n/a

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	2	2	2	2
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence				n/a

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	n/a	n/a

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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	.1	2
Counselor (Social/Behavioral or Career Development)		n/a
Library Media Teacher (librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist	.1	n/a
Social Worker		n/a
Nurse	.1	n/a
Speech/Language/Hearing Specialist	.1	n/a
Resource Specialist (non-teaching)		n/a
Other		n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	good, current, available	0%	2002
Mathematics	good, current (k-2 previous adoption), available	0%	2008
Science	good, current, available	0%	2007
History-Social Science	good, current, available	0%	2006
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	fair, current, available	0%	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$36,491	\$12,279	\$24,212	\$33,280
District	\$36,491	\$12,279	\$24,212	\$33,280
Percent Difference – School Site and District	0%	0%	0%	0%
State	n/a	n/a	\$5,681	\$57,352
Percent Difference – School Site and State	n/a	n/a	426%	58%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

School Based Coordinated Program (SBCP)

Through participation in School Based Coordinated Program, Cox Bar School seeks to provide an exemplary coordinated comprehensive program designed to best meet the needs of each individual student. The following programs are included in our School Based Coordinated Program: School Improvement Program (SIP); Economic Impact Aid (EIA); Gifted and Talented Education (GATE); Peer Assistance and Review (PAR); Title II (Eisenhower/CSR); Title IV (SDFS); and Title V (Innovative Programs).

Special Education and the IEP Process

All special education students are part of the total school community with equal access to educational and social activities. An IEP team determines appropriate special education services for each student. The Trinity County Office of Education special education staff (Resource Specialists, Special Education Instructional Aide, Speech and language Specialist) will work collaboratively with regular classroom teachers and other staff members to provide an array of educational options and opportunities to meet the varied needs of all students at our school.

Narrative:

The service delivery options for special education staff may include: direct services, consultation, alternative materials and/or curriculum, physical accommodations, modified teaching strategies, and curriculum and material adaptation.

Special education staff may work with students and/or staff in the regular classroom or small group setting.

Special education staff will participate in staff development planning and training and other activities which promote the effective use of available resources to meet the educational needs of all students in our school.

Selected staff members meet regularly as the Student Study Team. They discuss the educational options within the core curriculum for various referred students. The meetings will be held on an as-needed basis. Activities of the SST will be logged and maintained in a confidential file.

Teachers will follow the special needs referral procedure established by the school to enable the SST to address needs for assessment and/or recommendations for alleviating the concern.

The resource specialist program and designated instruction and services may be provided to pupils who have not been identified as individuals with exceptional needs, but all identified students with exceptional needs will be appropriately served (ED 52860).

Programs for students with identified exceptional needs will be under the direction of credentialed special education personnel, but some services may be provided by personnel not funded by special education funds. All services specified in the individualized education program (IEP) will be received by the pupil (EC 52860).

Special Education teachers, regular classroom teachers, psychologists, the principal, parents and other appropriate staff meet annually to review and upgrade special education students Individual Education Plans (IEP's). The school schedules planning time as needed, so that various instructional aides, program specialists, teachers and resource teachers can meet and discuss the needs of multi-funded students.

EIA

All students are identified for service using multiple assessment measures. Students receive supplemental instruction and materials appropriate for their needs through a collaborative effort of the classroom teacher, instructional aides, and other support staff as needed.

Strategies:

Students, who receive proficiency levels in reading and math below 3 on a four point scale, as noted on the report card, are identified as possible candidates for retention.

Students may also be identified through standardized tests and other assessment tools. In addition, teacher and parent observations are considered.

An educational plan focusing on intervention will be collaboratively developed by the teaching staff, parent, and administrator.

The team (as noted above) will systematically review interventions and student progress and decide on promotion or retention.

English Language Learners:**Goal:**

Utilizing the ELD Standards, LEP students will have the opportunity to continue their educational development while English as a Second Language.

Objective:

Students will develop proficiency in reading, writing, and speaking English.

Narrative:

An EL Student Identification and Placement Chart will be developed for each child in the program. Instruction for EL students will be prescribed by the classroom teacher and implemented jointly by the teacher and bilingual instructional assistant, to ensure access to the core curriculum while developing proficiency in English.

Strategies:

The school will conduct a home language survey upon enrollment.

If a student is found to speak a primary language other than English, a follow-up survey in the student's primary language will be conducted within 30 days of enrollment.

The student's specific needs will be addressed using the ELD standards with support from Trinity County Office of Education.

Gifted and Talented Education (GATE):**Goal:**

To provide unique opportunities for high-achieving and underachieving pupils who are identified as gifted and talented.

Narrative:

GATE students are served in the regular classroom and in a pull-out program. The curriculum is expanded to challenge students and keep their learning at a peak.

Strategies:

General procedures are outlined in the Trinity County Gate Handbook

The regular classroom teacher, parents, and GATE facilitator collaborate in developing a curriculum that meets the individual needs of the GATE student

Teacher and Administrative Salaries (Fiscal Year 2008–09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$27,013	\$24,275
Mid-Range Teacher Salary	\$45,435	\$70,016
Highest Teacher Salary	\$56,224	\$115,456
Average Principal Salary (Elementary)	N/A	
Average Principal Salary (Middle)	N/A	
Average Principal Salary (High)	N/A	
Superintendent Salary	N/A	
Percent of Budget for Teacher Salaries	N/A	
Percent of Budget for Administrative Salaries	N/A	

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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.

Standardized Testing and Reporting 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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	*Not Applicable						46	50	
Mathematics	*Not Applicable						43	46	
Science	*Not Applicable						46	50	
History-Social Science	*Not Applicable						36	41	

Standardized Testing and Reporting 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
All Students in the LEA				
All Students at the School				
Male				
Female				
Black or African American				
American Indian or Alaska Native	*Not Applicable			
Asian	*Not Applicable			
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

* In 2010, this school had fewer than 11 valid Standardized Testing and Reporting (STAR) test scores. No reliable Academic Performance Index (API) can be calculated with so few scores.

California Physical Fitness Test Results (School Year 2009–10)

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	*	*	*
7	*	*	*
9	**	**	**

*No enrolled students in 5th or 7th grades

**K-8 school no 9th grade students

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	*		
Similar Schools	*	*	*

* In 2010, this school had fewer than 11 valid Standardized Testing and Reporting (STAR) test scores. No reliable Academic Performance Index (API) can be calculated with so few scores.

Academic Performance Index Growth 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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian	*Not Applicable		
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* In 2010, this school had fewer than 11 valid Standardized Testing and Reporting (STAR) test scores. No reliable Academic Performance Index (API) can be calculated with so few scores.

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

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

Group	2010 Growth API		
	School	LEA	State
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander	*Not Applicable		
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* In 2010, this school had fewer than 11 valid Standardized Testing and Reporting (STAR) test scores. No reliable Academic Performance Index (API) can be calculated with so few scores.

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

AYP Criteria	School	District
Overall	Met 4 of 4	Met 4 of 4
Participation Rate - English-Language Arts	100%	100%
Participation Rate - Mathematics	100%	100%
Percent Proficient - English-Language Arts	86%	86%
Percent Proficient - Mathematics	86%	86%
API	*	*
Graduation Rate	100%	100%

Federal Intervention Program (School Year 2010–11)

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 (ELA 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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement	*Not Applicable	
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

*Do not receive Title 1 funding

XI. School Completion and Postsecondary Preparation

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 course 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

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 page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

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 which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)				*Not Applicable					
Graduation Rate									

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school’s most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino	*Not Applicable		
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Not applicable as we are a K-8 elementary school and offer no CTE courses.

Career Technical Education Participation (School Year 2009–10)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	*Not Applicable
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission (School Year 2008–09)

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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	*Not Applicable

Advanced Placement Courses (School Year 2009–10)

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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

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

***Not Applicable**

XII. Instructional Planning and Scheduling

Professional Development

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

The Cox Bar Board of Trustees place a high priority on teacher and classified staff development. The Principal is responsible for overall staff development and identifying areas of possible enrichment of methods and skills.

The content of professional development is based on student achievement and school needs. The primary focus of professional development is on implementing a standards-based curriculum. Professional development also includes strengthening subject-matter expertise and classroom management.

Teachers and instructional aides are encouraged to take advantage of professional development opportunities at the district, county, regional and state levels. Staff meetings are held monthly and provide opportunities for staff to share what they learned from their professional development, to concur about methodology and strategies, and address and other school needs.

The School Site Council and the staff have reviewed the District goals, the State and District curriculum Development Cycle, and the Self Study.