

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Cox Bar Elementary School

Address: 304 Corral Bottom Rd. , Big Bar CA 96010-0529

Phone: 530-623-6316

Principal: Cherie Donahue

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 school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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 9 students in Kindergarten through 8th grade. We have an additional 5-6 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	Percent
African American	0%
American Indian or Alaska Native	22.22 %
Asian	0%
Filipino	0%
Hispanic or Latino	0%
Pacific Islander	0%
White (not Hispanic)	77.78 %
Multiple or No Response	0%
Socioeconomically Disadvantaged	67.00 %
English Learners	0%
Students with Disabilities	17.00 %
Total Number of Students	9

Teachers

Indicator	Teachers
Teachers with full credential	3
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 California Standards Tests
English-Language Arts	83% LEA Provided
Mathematics	83% LEA Provided
Science	N/A

History-Social Science	N/A
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Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	*
Statewide Rank (from 2008 Base API Report)	*
2009-10 Program Improvement Status (PI Year)	Not in PI

*No reliable Academic Performance Index (API) can be calculated with so few scores.

School Facilities

Summary of Most Recent Site Inspection

Routine monthly inspections have helped to ensure that the facility will remain in excellent condition. A new roof and playground were installed in the spring of 2007. All equipment is well maintained and operating when needed. The playground was further enhanced with the addition of a portable backstop in the spring of 2008.

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 County Office of Education 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 Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0% LEA Provided
Mathematics	0% LEA Provided
Science	0% LEA Provided
History-Social Science	0% LEA Provided
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	0% LEA Provided

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$34,488
District	\$34,488
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	N/A

Postsecondary Preparation

Measures	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

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

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The School Accountability Report Card (SARC), which is required by law to be published annually, 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. 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Cox Bar Elementary	District Name	Cox Bar Elementary
Street	304 Corral Bottom Rd.	Phone Number	530-623-6316
City, State, Zip	Big Bar , CA 96010-0529	Web Site	www.tcoe.trinity.k12.ca.us/~cb
Phone Number	530-623-6316	Superintendent	Cherie Donahue
Principal	Cherie Donahue	E-mail Address	cdonahue@tcoek12.org
E-mail Address	cdonahue@tcoek12.org	CDS Code	53- 71688- 6053714

School Description and Mission Statement (School Year 2008-09)

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 student's 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 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

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 are encouraged to attend and serve as members of the School Site Council and the School Governing Board.

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	1
Grade 3	1
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	4

4												
5												
6												
K-3								6.0	1			
3-4	14.0	2			14.0	2		4.0	1			
4-8												
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
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 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, 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. A portable backstop and softball bases were installed in the spring of 2008.

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 2009-10)

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	√			Tree removed due to fire hazard

Structural: Structural Damage, Roofs	N/A	√			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A		√		Repave
Overall Rating	Good				

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.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	1	2	2	2
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	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	2007-08	2008-09	2009-10
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 No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the 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 participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

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	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	
Library Media Teacher (Librarian)		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		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	Good, current, available	0%
Mathematics	Good, current(k-2 previous adoption), available	0%
Science	Good, current, available	0%
History-Social Science	Good, current, available	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	Fair, current, available	0%

VIII. 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 can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$310,389	\$18,883	\$34,488	\$32,547
District	N/A	N/A	\$34,488	\$32,547
Percent Difference – School Site and District	N/A	N/A	0%	0%
State	N/A	N/A	\$5,512	\$56,284
Percent Difference – School Site and State	N/A	N/A	+625%	-35%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical 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); School Safety Grant; Title I; 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.

Title I and 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

After school Education and Safety Program

- Tutoring,
- Homework help
- Physical activities
- Arts & crafts
- Cooking
- Gardening
- Games

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$27,013	\$38,481
Mid-Range Teacher Salary	\$45,435	\$55,789
Highest Teacher Salary	\$56,224	\$70,849
Average Principal Salary (Elementary)	N/A	\$88,862
Average Principal Salary (Middle)	N/A	\$94,015
Average Principal Salary (High)	N/A	\$97,594

Superintendent Salary	N/A	\$110,994
Percent of Budget for Teacher Salaries	26.06 %	37.20 %
Percent of Budget for Administrative Salaries	10.29 %	6.60 %

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 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. 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. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	*	*	*	*	*	*	43	46	50
Mathematics	*	*	*	*	*	*	40	43	46
Science	*	*	*	*	*	*	38	46	50

History-Social Science	*	*	*	*	*	*	33	36	41
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Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 by Student Group (School Year 2008-09)

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				
American Indian or Alaska Native	*	*		
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	*	*		
Male	*	*		
Female	*	*		
Economically Disadvantaged	*	*		
English Learners				
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

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

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 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 \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten

or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	*	*	*
7	*	*	*
9			

X. 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 on the CDE [Academic Performance Index \(API\)](#) Web page.

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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide		4 *	N/A
Similar Schools		N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99

valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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, 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
	2006-07	2007-08	2008-09	2009
All Students at the School	B	N/A	N/A	N/A
African American		N/A	N/A	N/A
American Indian or Alaska Native		N/A	N/A	N/A
Asian		N/A	N/A	N/A
Filipino		N/A	N/A	N/A
Hispanic or Latino		N/A	N/A	N/A
Pacific Islander		N/A	N/A	N/A
White (not Hispanic)		N/A	N/A	N/A
Socioeconomically Disadvantaged		N/A	N/A	N/A
English Learners		N/A	N/A	N/A
Students with Disabilities		N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 [General Admissions Information](#) Web page (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 [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout 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.

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)							3.5	4.4	3.9
Graduation Rate			N/A			N/A	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A

Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A only a K-8 school

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

Courses for University of California and/or California State University Admission (School Year 2007-08)

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.

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

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.

XIII. 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 and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments

are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the [CDE National Assessment of Educational Progress \(NAEP\) Web page](#).

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

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

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

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

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