



Hazel Goes Cook ELEMENTARY SCHOOL

Chula Vista Elementary School District



Hazel Goes Cook Elementary School

875 Cuyamaca Ave • Chula Vista, CA 91911 • (619) 422-8381 • Grades K-6
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CDS: 37-68023-6037832

2012-13 School Accountability Report Card Published During the 2013-14 School Year



**"EACH CHILD IS AN INDIVIDUAL
OF GREAT WORTH"**

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The Chula Vista Elementary School District is committed to providing equal educational, contracting, and employment opportunity to all in strict compliance with all applicable state and federal laws and regulations. The District office that monitors compliance is the Human Resources Services and Support Office, 84 East J Street, Chula Vista, CA 91910, phone (619) 425-9600, extension 1340. Any individual who believes s/he has been a victim of unlawful discrimination in employment, contracting, or in an educational program may file a formal complaint with the District's Human Resources Office.

School Description

Hazel Goes Cook School is one of 45 schools in the Chula Vista Elementary School District. The school was built in 1955 and underwent extensive renovation in 1999. It is characterized by five classroom wings, a library, a multipurpose room, a three classroom portable wing, a portable that houses the YMCA and an administrative wing.

Mission

Cook School's Mission is to empower children to become responsible citizens and lifelong learners. The families, staff, and community work collaboratively to prepare students for a successful future in a changing world.

Cook School strongly believes that our Mission Statement can most effectively be placed into operation by ensuring literacy for all students. Lifelong learning is closely tied to literacy. A strong reader is a continuous learner. Cook's major goal is to have each student a confident reader by the end of the third grade and reading to learn by the end of the sixth grade.

District Profile

District Profile Located between the City of San Diego and United States/Mexico International Border, the Chula Vista Elementary School District is the largest K-6 district in the state. The District currently serves more than 29,200 students. The District serves a community that features a blend of residential areas, recreational facilities, open space, and light industry. The District currently operates 45 elementary schools (including 5 dependent charter schools). In addition, two independent charter schools operate through CVESD. Four charter schools also enroll middle school students, and one of those serves high school students as well.

The student population is ethnically diverse and is composed of African-American (4%), Asian (3%), Filipino (11%), Latino/Hispanic (67%), other (1%), Pacific Islander (.6%), and White (14%). More than one-third of the students in the District are classified English Learners, and 45% qualify for free and reduced-priced meal programs. California uses the Academic Performance Index (API) to annually rate districts and schools on a scale of 200 to 1,000. The state target is 800. In 2012-13, the District's index score reached 863. In addition, all 45 District schools achieved API scores greater than 800. The District's across-the-board gains help illustrate the benefits of CVESD's decentralized approach. The Board of Education and the Superintendent trust in the abilities of school administrators and staff members to come up with solutions that fit their unique challenges. In turn, the site-level decision-makers are held accountable for their results.

District students outperformed their peers in the county and the state in both English-Language Arts and Mathematics, as reported in California's Standardized Testing and Accountability Reporting system. Gains in the achievement of the District's English Learners and other groups serve as a model for other school systems. CVESD's English Learners achieved an API score of 819, which is higher than the overall score of some school districts in the state. Our ongoing commitment is to eradicate the achievement gap and ensure that our programs and curriculum enrich and support students as they become innovative, critical thinkers who readily adapt to a rapidly changing 21st century.

Goals

Goal 1.

By June 2014, the percentage of Grades 3-6 students scoring at Proficient/Advanced levels in English/Language Arts (ELA) on the California Standards Test (CST) will increase from 62.8% to 70.8%.

By June 2015, the percentage of Grades 3-6 students scoring at Proficient/Advanced levels in ELA on the CST will increase from 70.8% to 100%.

By June 2014, the percentage of Grades K-2 students achieving Meet/Exceeds levels on the Local Measures Lexile Level Set Reading assessment will achieve 70% or above; and the percentage of Grades 3-6 students will achieve 40% or above.

By June 2015, the percentage of Grades K-2 students achieving Meet/Exceeds levels on the Local Measures Lexile Level Set Reading assessment will increase from 70% to 80%; and the percentage of Grades 3-6 students will increase from 40% to 60%.

Goal 2.

By June 2014, the percentage of Grades 3-6 students scoring at Proficient/Advanced levels in Math on the CST will increase from 67% to 100%. Safe Harbor goal is 73%.

By June 2015, the percentage of Grades 3-6 students scoring at Proficient/Advanced levels in Math on the CST will increase from 73.4% to 100%. An alternative Safe Harbor goal is not applicable.

By June 2014, the percentage of Grades K-2 students achieving Meet/Exceeds levels on the Local Measures Math assessment will be 75% or above; and the percentage of Grades 3-6 students will achieve 40% or above.

By June 2015, the percentage of Grades K-2 students achieving Meet/Exceeds levels on the Local Measures Math assessment will increase from 75% to 85%; and the percentage of Grades 3-6 students will increase from 40% to 60%.

Goal 3.

By June 2014, the percentage of Grades K-2 students achieving Meet/Exceeds levels on the Local Measures Writing assessment will be 70% or above; and the percentage of Grades 3-6 students will be 40% or above.

By June 2015, the percentage of Grades K-2 students achieving Meet/Exceeds levels on the Local Measures Writing assessment will increase from 70% to 80%; and the percentage of Grades 3-6 students will increase from 40% to 60%.

Goal 4.

By June 2014, the percentage of Grades 2-6 English Learners (ELs) achieving the Proficient level on the CELDT AMAO1 will increase from 73.1% to 80%.

By June 2014, the percentage of ELs making annual progress in learning English as measured by CELDT AMAO 2 Cohort 1 will increase from 43.7% to 50%.

By June 2014, the percentage of ELs making annual progress in learning English as measured by CELDT AMAO 2 Cohort 2 will increase to 70% or above.

Goal 5.

By June 2014, the percentage of GATE students scoring at the Advanced level in ELA on the CST will increase from 69% to 89.2%.

By June 2014, the percentage of GATE students scoring at the Advanced level in Math on the CST will increase from 72% to 89.5%.

Opportunities for Parental Involvement

Contact person: Gabriela Llamas

Contact Person Phone Number 422-8381

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit and become active in our school. We work closely with our community and when concerns arise we work with our parents and students to find a solution. Cook School has a Parent-Teacher Association (PTA). It sponsors numerous projects for the benefit and welfare of our children. Some of the events sponsored by our PTA include an after school Homework Club, Science Fair, Spelling Bee, book fairs, school assemblies, parent workshops, fundraisers, Fall Carnival, resources for the school library, Accelerated Reader materials and funds for classroom resources. During 2011-2012, many parents and members of the community volunteered in our classrooms and/or helped with special events. The Cook ELAC Committee works with staff to provide an effective English Language Development Program for our English Language Learners. The ELAC Committee also monitors school attendance. Parenting Partner Workshops were held two times during the year to provide opportunities to learn how to support their students at home and at school.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (619) 422-8381.

Student Enrollment by Grade Level (School Year 2012-13)	
Grade Level	Number of Students
Grade K	50
Grade 1	43
Grade 2	62
Grade 3	58
Grade 4	72
Grade 5	88
Grade 6	72
Total Enrollment	445

Student Enrollment by Group (School Year 2012-13)			
Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.7	White	11.9
American Indian or Alaska Native	0.4	Two or More Races	0.0
Asian	1.3	Socioeconomically Disadvantaged	64.3
Filipino	1.1	English Learners	29.9
Hispanic or Latino	81.8	Students with Disabilities	10.1
Native Hawaiian/Pacific Islander	0.7		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	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	33+
K	19.8	4	0	0	19	2	0	0	17	1	2	
1	19	4	0	0	20.3	4	0	0	22		2	
2	19	4	0	0	19.7	3	0	0	21	1	2	
3	22	3	1	0	21	3	0	0	19	1	2	
4	30	0	3	0	29	0	3	0	24		3	
5	25	0	2	0	30.3	0	3	0	29		3	
6	29	0	3	0	30.5	0	2	0	24		3	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Climate

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Date of Last Review/Update: 9/21/2012

Date Last Discussed with Staff: 9/21/2012

Student safety and well-being is promoted by activities, including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, Olweus Anti-Bullying Program, Traffic Safety Committee, Peace Patrol and School Safety Patrol. Supervision is provided after and before school to provide safe ingress and egress of students, which includes free childcare beginning at 7:30 AM each morning.

Suspensions and Expulsions

Rate*	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	2.01	2.11	1.80	0.55	.45	.72
Expulsions	0	0	0	0	0.01	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 9, 2013

Classroom space at Hazel Goes Cook Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Cook custodial staff performs basic cleaning operations daily. Supervision is provided before and after school to ensure the safety of all students. There is sufficient classroom, playground and staff spaces to support teaching and learning.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		
Interior: Interior Surfaces	[X]	[]	[]		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]		Several cobwebs throughout campus. Custodian removed them.
Electrical: Electrical	[X]	[]	[]		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs
	[]	[X]	[]	[]	

Teachers

Teacher Credentials				
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	24	25	23	1,164
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence				---

Teacher Misassignments and Vacant Teacher Positions			
Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

* 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.

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	1.0	---
Psychologist	0.3	---
Social Worker		---
Nurse	0.5	---
Speech/Language/Hearing Specialist	0.35	---
Resource Specialist	1	---
Other		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2012

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with District and State content standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District has also invested in software applications to assist with formative and summative assessments, literacy skills, and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading K-6 and Houghton Mifflin Lectura K-6 Spanish. Adopted in 2002-03.	Yes	0%
Mathematics	Mc Graw Hill Mathematics K-6, English and Spanish. Adopted in 2001-02.	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,998	\$2,466	\$5,532	\$66,408
District	---	---	\$5,507	\$65,828
Percent Difference: School Site and District	---	---	0.5	0.9
State	---	---	\$5,537	\$70,193
Percent Difference: School Site and State	---	---	-0.1	-5.4

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Supplemental educational services are provided at Cook School to support and assist students in a variety of ways. One part time reading resource teacher provides intervention services in reading for students in first through sixth grades. A full time library clerk is employed to assist teachers and students in finding resources to support and encourage reading in school and at home. An instructional aide is employed to provide instructional support for English Language Learners, and complete mandated testing. One day per week technology support is provided for teachers and staff. Supplemental Programs such as Accelerated Reader and SuccessMaker are funded to provide reading comprehension support and reading and math support. Funds are provided to augment and support ELD instruction for all grade levels, and books for the school library and the book room. Instructional materials are purchased to support classroom instruction.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,261	\$41,451
Mid-Range Teacher Salary	\$63,762	\$67,655
Highest Teacher Salary	\$84,930	\$85,989
Average Principal Salary (Elementary)	\$111,303	\$108,589
Average Principal Salary (Middle)	\$0	\$111,643
Average Principal Salary (High)	\$0	\$110,257
Superintendent Salary	\$213,740	\$182,548
Percent of Budget for Teacher Salaries	41.7%	41.8%
Percent of Budget for Administrative Salaries	5.2%	5.5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	54	67	61	65	68	66	54	56	55
Mathematics	70	69	64	73	74	73	49	50	50
Science	60	54	46	68	68	65	57	60	59
History-Social Science				63	58	57	48	49	49

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	66	73	66	57
All Student at the School	61	64	46	
Male	57	65	40	
Female	66	64	51	
Black or African American	55	64		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	59	63	44	
Native Hawaiian/Pacific Islander				
White	76	73		
Two or More Races				
Socioeconomically Disadvantaged	55	59	41	
English Learners	40	44	17	
Students with Disabilities	28	44	8	
Students Receiving Migrant Education Services				

* 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.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.3	24.2	22.0

* 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.

Student Wellness Information

The Chula Vista Elementary School District recognizes the link between student health and learning and is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity for all District students.

In 2004, Congress passed a law requiring every school district that uses federal dollars for school breakfast or lunch create a local wellness policy by the start of the 2006-07 school year. A CVESD Wellness Committee consisting of principals, teachers, nurses, community organizations, parents, students and school food service professionals, was created to assist and advise the district on health related issues.

The District's local wellness policy applies to every school in the District. The policy will assist schools in improving the health of students by promoting physical activity and nutritious food. The policy was revised in May 2012. For more information on the District's wellness policy visit www.cvesd.org/community/pages/wellness_policy.aspx.

Our wellness policy supports healthy students by promoting non-food parties and celebrations and/or healthy nutritious food and snack choices. We have implemented a birthday book program where students can purchase a book for the school library for their birthday.

Our School believes that school gardens promote a healthy nutrition environment which serves as a teaching tool to improve student healthy behaviors. Research shows that children who plant and harvest their own fruits and vegetables are more likely to eat them. We are currently in the process of working with an Eagle Scout to break ground on our first school garden.

Students participate in 60 minutes or more a day in planned physical activities including physical education, walking/running programs, structured, recess activities and before and/or after-school programs. Our school believes for students to be successful learners they must be physically ready to learn. In addition to our planned physical activities, we participate in the inter-district sports program. Currently we have a school soccer team, flag football team, and basketball team.

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. For detailed information about the API, see the CDE API webpage 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	2010	2011	2012
Statewide	6	6	7
Similar Schools	8	4	6

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-1	37	-19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1	41	-23
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-8	48	-32
English Learners	22	51	-41
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, district, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	336	855	15,857	863	4,655,989	790
Black or African American	8		674	833	296,463	708
American Indian or Alaska Native	1		87	836	30,394	743
Asian	4		428	937	406,527	906
Filipino	5		1,861	938	121,054	867
Hispanic or Latino	275	829	10,462	839	2,438,951	744
Native Hawaiian/Pacific Islander	2		110	901	25,351	774
White	40	877	2,172	906	1,200,127	853
Two or More Races	1		34	723	125,025	824
Socioeconomically Disadvantaged	224	812	7,905	819	2,774,640	743
English Learners	120	802	6,240	819	1,482,316	721
Students with Disabilities	50	678	1,983	717	527,476	615

Adequate Yearly Progress

The federal ESEA 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 at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)		
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Year 1	In Program Improvement
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	---	18
Percent of Schools Currently in Program Improvement	---	58.1

Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of our School Single Site Plan.

Staff development topics for 2013-2014 included: 1) ILT and PLC training with an emphasis on data protocols 2) Deconstruction of Common Core standards in both ELA and Math 3) Vocabulary Development within Common Core Writing and 4) ELD instruction and the new Common Core ELD standards 5) Technology integration within the curriculum.

Staff development topics for 2012-13 included: 1) analysis of 2011-12 student assessment data, 2) training in instructional strategies to support the instructional focus of writing that include Step Up to Writing, deconstruction of California Common Core Standards in writing, and cross-grade level calibration. 3) Staff received training in Gradual Release of Responsibility. 5) All new teachers received training in the site based programs that Cook School implements including: QAR, SuccessMaker, English in a Flash, Read Naturally, Accelerated Reader, Imagine Learning English, and the Olweus Anti-Bullying Program.

Staff development topics for 2011-12 included: 1) analysis of 2010-2011 student assessment data, 2) training in instructional strategies to support the instructional focus of reading comprehension. 3) GLAD training for all new teachers to the staff. 4) Staff received ongoing training in Gradual Release of Responsibility. 5) All new teachers received training in the site based programs that Cook School implements including: QAR, SuccessMaker, English in a Flash, Read Naturally, Accelerated Reader, and the Olweus Anti-Bullying Program. 6) Staff members are receiving ongoing training and coaching in the use of the District Writing Resource Guide, the newly adopted science materials, differentiation of instruction, and guided reading.

Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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. 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.