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

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 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. 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 2010-11)**
This section provides the school's contact information.

| School | | District | |
|---|---|---|---|
| **School Name** | Daniel J. Savage Middle School | **District Name** | Sylvan Union Elementary School District |
| **Street** | 1900 Maid Mariane Ln. | **Phone Number** | (209) 574-5000 |
| **City, State, Zip** | Modesto, CA 95355 | **Web Site** | www.sylvan.k12.ca.us |
| **Phone Number** | (209) 552-3300 | **Superintendent** | Dr. John A. Halverson |
| **Principal** | David E. Garcia | **E-mail Address** | nrodrigues@sylvan.k12.ca.us |
| **E-mail Address** | dgarcia@sylvan.k12.ca.us | **CDS Code** | 50-71290-0108761 |

**School Description and Mission Statement (School Year 2009-10)**
This section provides information about the school, its programs and its goals.

The Daniel J. Savage learning community is comprised of proud students, parents, and staff that share the following common beliefs:

- We believe that it is our daily mission to promote, support, and model exemplary citizenship inside and outside the classroom in order to promote unity and a valued sense of community which leads to student achievement.
- We believe that all students can, with motivation and structured assistance, master content standards.
- We are committed to providing high-quality education for all students in order for them to master grade level core academic standards in a mutually respectful and professional collaborative learning community.
- We believe that all students can be academically successful with the assistance of their family and our faculty towards excellence. We believe every student can and wants to be successful.
- We believe that every student can be successful, and we must create interventions and support structures to eliminate the opportunity for failure. By all of us working collaboratively we can ensure that every student will be academically successful.

## Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Parents have the following opportunities to be involved at Daniel J. Savage Middle School:

- Back to School Night
- Open House
- Musical concerts
- Athletic Events
- Parent Conferences for 6th Grade, Fall and Spring
- Parent Teacher Club
- Technology Education Evenings
- English Learner Advisory Committee
- School Site Council
- Office volunteer
- Invisible Children Philanthropy
- Associated Student Body Support
- Orientations for incoming 5th Graders
- Dance Chaperones
- Renaissance Committee
- CJSF Chaperones

## 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 6** | 330 |
| **Grade 7** | 365 |
| **Grade 8** | 417 |
| **Total Enrollment** | 1,112 |

## 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** | 5 | **White** | 47 |
| **American Indian or Alaska Native** | 1 | **Two or More Races** | |
| **Asian** | 4.86 | **Socioeconomically Disadvantaged** | 42 |
| **Filipino** | 2 | **English Learners** | 7 |
| **Hispanic or Latino** | 36 | **Students with Disabilities** | 11 |
| **Native Hawaiian/Pacific Islander** | 1.35 | | |

## 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 | 33+ |
| **English** | 25.5 | 6 | 15 | 5 | 29.3 | 3 | 13 | 10 | 28.47 | 0 | 25 | 1 |
| **Mathematics** | 26.8 | 5 | 16 | 4 | 30.1 | 1 | 16 | 8 | 29.6 | 0 | 24 | 1 |
| **Science** | 27.2 | 6 | 14 | 5 | 31.3 | 2 | 13 | 10 | 29.6 | 3 | 16 | 6 |
| **Social Science** | 28.3 | 5 | 10 | 10 | 31.4 | 4 | 6 | 17 | 29.6 | 2 | 15 | 8 |

## III. School Climate

### School Safety Plan (School Year 2009-10)

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

Savage Middle School has adopted a comprehensive School Safety Plan that is reviewed, discussed, and updated annually ( October 14, 2010 ) by members of the School Site Council. The same School Safety Plan was discussed with our entire staff at the beginning of each school year. The Site Council is comprised of students, teachers, classified staff, parents, and the principal. The revised Safety Plans are presented to the Sylvan Union School District Board of Trustees for annual review and approval. The Safety Plan is reviewed with staff members at the beginning of each school year with particular attention paid to emergency situations and staff and student responses. Safety drills, including fire, earthquake, and lockdown procedures, are held regularly. In addition, the school is inspected annually by the fire marshal and daily by the custodian. All issues discovered during these inspections are given the utmost priority. Copies of the comprehensive School Safety Plan are posted in each classroom and office area.

### 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** | 20.5 | 21.0 | 18.7 | 13.7 | 11.1 | 12.3 |
| **Expulsions** | 1.1 | 0.3 | 0.6 | 0.5 | 0.1 | 0.3 |

## 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.

Cleaning Process Savage Middle School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. The district governing board has adopted cleaning standards for all schools in the district. Schools are on a regular cleaning schedule including wiping surface areas, being swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis with trash, lawn, and plumbing issues addressed as needed. Maintenance and Repair The District maintenance staff ensures that repairs necessary to keep each school in good repair and working order are completed in a timely manner. Four full-time maintenance staff ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service; emergency repairs are given the highest priority. At the time of publication, 100% of campus restrooms are in complete working order. The most recent inspection occurred on November 18, 2010 by our Supervisor of Maintenance and Operations.

### 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 | [ ] | [X] | [ ] | [ ] | |
| **Interior:** Interior Surfaces | [ ] | [X] | [ ] | [ ] | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | [ ] | [X] | [ ] | [ ] | Removed wasp nest. |
| **Electrical:** Electrical | [ ] | [X] | [ ] | [ ] | Ran wire to Room 86 to replace wire that was stolen. |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | [ ] | [X] | [ ] | [ ] | Repaired 2 drinking fountains. Installed two new hand dryers and faucet in student store. |

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|---|
| | Exemplary | Good | Fair | Poor | |
| **Safety:** Fire Safety, Hazardous Materials | [ ] | [X] | [ ] | [ ] | |
| **Structural:** Structural Damage, Roofs | [ ] | [X] | [ ] | [ ] | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | [ ] | [X] | [ ] | [ ] | Replaced 3 loose window latches. |
| **Overall Rating** | [ ] | [X] | [ ] | [ ] | |

## 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** | 43 | 46 | 48 | 430 |
| **Without Full Credential** | 2 | 0 | 0 | 1 |
| **Teaching Outside Subject Area of Competence** | 0 | 0 | | --- |

### Teacher Misassignments and Vacant Teacher Positions

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

| Indicator | 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 No Child Left Behind Compliant Teachers (School Year 2009-10)

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 at http://www.cde.ca.gov/nclb/sr/tq/.

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
|---|---|---|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| **This School** | 100 | 0 |
| **All Schools in District** | 100 | 0 |
| **High-Poverty Schools in District** | 0 | 0 |
| **Low-Poverty Schools in District** | 100 | 0 |

## 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 | 1082 |
| **Counselor (Social/Behavioral or Career Development)** | | --- |
| **Library Media Teacher (Librarian)** | 1 | --- |
| **Library Media Services Staff (paraprofessional)** | 1 | --- |
| **Psychologist** | | --- |
| **Social Worker** | | --- |
| **Nurse** | | --- |
| **Speech/Language/Hearing Specialist** | | --- |
| **Resource Specialist (non-teaching)** | | --- |
| **Other** | | --- |

## 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.

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Textbooks in the Sylvan Union School District are adopted on a systematic cycle according to the schedule established by the California Department of Education. Committees of teachers, administrators and parents review and evaluate textbook materials. When a selection is made, a recommendation goes to the Board of Trustees for approval.

Textbooks are available for review at the district office prior to adoption. Textbooks currently in use may be viewed at the school site and during Back-to-School Night. All newly adopted materials are carefully chosen and support the California Content Standards.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home if needed for homework. All textbooks are of adequate to excellent condition. The most recent textbook adoptions for all elementary schools in the Sylvan Union School District are as follows:

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|---|---|---|---|
| **Reading/Language Arts** | 6-8 Holt 2003 | 0 | Yes |
| **Mathematics** | 6-7 McDougal Littel<br>Structure & Method 2002<br><br>7-8 Prentice Hall<br>Pre-Algebra & Algebra 2002 | 0 | Yes |
| **Science** | 6-8 Holt 2007 | 0 | Yes |
| **History-Social Science** | 6-8 Glencoe 2006 | 0 | Yes |
| **Foreign Language** | Not Applicable | NA | Yes |
| **Health** | Not Applicable | NA | Yes |
| **Visual and Performing Arts** | Not Applicable | NA | Yes |

## 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) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | 7,158 | 2,102 | 5,056 | 69,984 |
| **District** | --- | --- | $5,171 | 64,327 |
| **Percent Difference: School Site and District** | --- | --- | -2.39 | -0.27 |
| **State** | --- | --- | 5,681 | 68,212 |
| **Percent Difference: School Site and State** | --- | --- | 10 | 5 |

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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The Sylvan Union School District spent an average of $7,381 to educate each student (based on 2009-10 audited financial statements). The figures shown in the table above reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.

This calculation is required by law annually and compared with other districts statewide. In addition to general funds, the Sylvan Union School District receives state and federal categorical funds.

- NCLB: Title I, Low-Income and Neglected
- NCLB: Title II, Teacher Quality/Principal Training/Technology Grants
- NCLB: Title III, Immigrant Education Program/Limited English Proficiency Program
- NCLB: Title IV, Part A, Drug-Free Schools
- Special Education
- English Language Acquisition Program
- Lottery: Instructional Materials
- School Safety and Violence Prevention
- Tobacco-Use Prevention Education
- Economic Impact Aid: Limited English Proficiency
- Gifted and Talented Education (GATE)
- Instructional Materials
- American Recovery and Reinvestment Act Funds
- Art and Music Block Grant
- Transportation
- California Peer Assistance & Review Program
- Staff Development: Administrator
- Teacher Credentialing Block Grant
- Professional Development Block Grant
- Targeted Instructional Improvement Block Grant
- School and Library Improvement Block Grant
- Ongoing and Major Maintenance Account

### 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** | 40,976 | 41,988 |
| **Mid-Range Teacher Salary** | 65,213 | 68,649 |
| **Highest Teacher Salary** | 86,970 | 87,156 |
| **Average Principal Salary (Elementary)** | 92,944 | 109,026 |
| **Average Principal Salary (Middle)** | 100,207 | 112,489 |
| **Average Principal Salary (High)** | 0 | 113,872 |
| **Superintendent Salary** | 158,059 | 181,890 |
| **Percent of Budget for Teacher Salaries** | 45.9 | 42.5 |
| **Percent of Budget for Administrative Salaries** | 5.4 | 5.5 |

## 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 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 includes ELA for grades three through eight and science in grades five and eight 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 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** | 53 | 62 | 62 | 56 | 60 | 60 | 46 | 50 | 52 |
| **Mathematics** | 49 | 57 | 57 | 58 | 64 | 64 | 43 | 46 | 48 |
| **Science** | 69 | 74 | 74 | 62 | 73 | 73 | 46 | 50 | 54 |
| **History-Social Science** | 43 | 59 | 59 | 45 | 58 | 58 | 36 | 41 | 44 |

### 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 Student at the School** | | | | |
| **Male** | 57 | 55 | 75 | 60 |
| **Female** | 68 | 59 | 72 | 58 |
| **Black or African American** | 61 | 50 | 64 | 60 |
| **American Indian or Alaska Native** | * | * | * | * |
| **Asian** | 84 | 82 | 87 | 80 |
| **Filipino** | 81 | 69 | * | * |
| **Hispanic or Latino** | 50 | 44 | 66 | 45 |
| **Native Hawaiian/Pacific Islander** | 73 | 80 | * | * |
| **White** | 66 | 63 | 77 | 64 |
| **Two or More Races** | 82 | 62 | 55 | 64 |
| **Socioeconomically Disadvantaged** | 48 | 44 | 64 | 47 |
| **English Learners** | 16 | 13 | 38 | 11 |
| **Students with Disabilities** | 35 | 26 | 62 | 16 |
| **Students Receiving Migrant Education Services** | | | | |

### 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 |
| **7** | 19.8 | 23.5 | 44.1 |

## 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 at 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** | 7 | 7 | 7 |
| **Similar Schools** | 7 | 8 | 7 |

## 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 | | |
|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 |
| **All Students at the School** | 11 | 11 | 20 |
| **Black or African American** | | | |
| **American Indian or Alaska Native** | | | |
| **Asian** | | | |
| **Filipino** | | | |
| **Hispanic or Latino** | 9 | -2 | 24 |
| **Native Hawaiian/Pacific Islander** | | | |
| **White** | 6 | 23 | 16 |
| **Two or More Races** | | | |
| **Socioeconomically Disadvantaged** | 9 | 11 | 25 |
| **English Learners** | | | 6 |
| **Students with Disabilities** | | -33 | 67 |

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

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

| Group | 2010 Growth API | | |
|---|---|---|---|
| | School | LEA | State |
| **All Students at the School** | 815 | 824 | 767 |
| **Black or African American** | | 778 | 686 |
| **American Indian or Alaska Native** | | | 728 |
| **Asian** | | 886 | 890 |
| **Filipino** | | 923 | 851 |
| **Hispanic or Latino** | 768 | 783 | 715 |
| **Native Hawaiian/Pacific Islander** | | | 753 |
| **White** | 835 | 849 | 838 |
| **Two or More Races** | | 831 | 808 |
| **Socioeconomically Disadvantaged** | 752 | 772 | 712 |
| **English Learners** | 711 | 747 | 692 |
| **Students with Disabilities** | 618 | 683 | 580 |

## 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 at 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 AYP criteria.

| AYP Criteria | School | District |
|---|---|---|
| **Overall** | No | No |
| **Participation Rate: English-Language Arts** | Yes | Yes |
| **Participation Rate: Mathematics** | Yes | Yes |
| **Percent Proficient: English-Language Arts** | No | Yes |
| **Percent Proficient: Mathematics** | No | Yes |
| **API** | Yes | Yes |
| **Graduation Rate** | N/A | N/A |

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

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | | Not In PI |
| **First Year of Program Improvement** | | |
| **Year in Program Improvement** | | |
| **Number of Schools Currently in Program Improvement** | --- | 1 |
| **Percent of Schools Currently in Program Improvement** | --- | 7.1 |

## XI. 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.

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District wide during the last three years (2007-2008, 2008-2009, 2009-2010) school years over 300 days were dedicated to professional development in the areas of:

- Technology, including - CTAP (County Technology Assistance Program)
- AT&G/Gifted Student Instruction
- Academic Vocabulary
- Math and English Language Arts Curriculum Training, SB472
- Life Skills Training for teachers in grades 3, 5 and 6
- BTSA Grade Alike and Class Size Reduction Training

Teachers who need support can receive help through professional assistance using peer support. Exemplary teachers are sometimes used to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies. Additionally, a BTSA (Beginning Teacher Support and Assessment) facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession.

Staff development opportunities are provided for staff in their curricular areas when new textbooks are adopted. Additional workshops may be provided through the Single School Plan for Student Achievement. During the 2009-2010 school year, staff development activities offered to staff included:

- Assessment Analysis using Edusoft Software
- Aeires Attendance and Grading Program Software
- CTAP (County Technology Assistance Program)
- Intervention training with Mathscore.com
- Life Skills Training 6th Grade
- Professional Learning Communities at Work
- Computer Using Educators Conference