

**Robert E. Willett Elementary 2008-09
School Accountability Report Card**

Reported for School Year 2008-09

Published During 2009-10



Davis Joint Unified

57-72678-6056303

530-757-5300

Website: <http://www.djUSD.k12.ca.us/District/>

Superintendent: Dr. James Q. Hammond

E-mail Address: superintendent@djUSD.k12.ca.us



1207 Sycamore Ln.

Davis, California, 95616-

5307575460

Principal: Heidi Perry

hperry@djUSD.k12.ca.us

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) Web site 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

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

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

Mission

Willett Elementary School is collaborative learning community where the priority is the well-being, acceptance and success of all children.

1. What all students should know, understand, and be able to do:

Willett is a collaborative learning community in which the success and well-being of all children is a high priority. Math and reading/language arts are the focus of our curriculum.

Our parents are very supportive. Staff members work in grade-level and site-based teams to plan together for student success.

Thirty one different languages and dialects are spoken at Willett. Students who need extra assistance in reading, language arts, math, or English language acquisition participate in intensive support programs inside and outside of the classroom.

Our school achieved a 939 Academic Performance Index (API) on the 2008 STAR.

2. Expectations of positive character traits:

Students and staff are expected to treat each other respectfully and act responsibly. Students are rewarded for positive behavior by obtaining a "High Five Referral" to the principal. Students receive this referral for going above and beyond what is expected of a student on campus. Students meet with the principal, contact a parent or guardian by phone to tell them the good news, receive a pencil and have their name on the office bulletin board.

3. Current research and practice:

All district teachers have attended a series of writing workshops with strategies for improvement for all our student K-6 throughout the year.

Teachers are also currently being trained in the new math adoptions for K-5 and 6-8.

We will continue to support readers not achieving proficiency on the CST using appropriate classroom and reading lab instruction.

We will continue to support all students with differentiated instruction as needed. We strive to integrate technology into the curriculum, especially in math, language arts, and history/social science, to provide additional learning support and opportunities for students. Our teachers evaluate students' skills using oral questioning, written tests, and project-based evaluations. During the first weeks of school we administer the California English Language Development Test (CELDT) to students who are learning English. Students in the second through sixth grades take the California Standards Test.

We are on a trimester system and have three report card periods each school year. We encourage parents to attend a parent-teacher conference after the first reporting period, which ends in early November. Parents may also attend conferences in the spring or at any other mutually agreeable time during the year. Holding students responsible for completing homework results in significant educational gains. Teachers direct assignments and parents support students to ensure that homework is completed. At Willett, teachers assign homework four days per week to complement classroom instruction. Homework is school-related, assigned work that students must complete outside the classroom. In addition to individual teachers who provide tutoring, some teachers provide after school homework assistance. We also expect students to read nightly for practice and enjoyment. The district's revised homework policy is available at: <http://www.djusd.k12.ca.us>.

The district provides three days of paid time for teachers to attend staff training in areas of district focus or individual interest. We dismiss students early on Wednesdays to provide time for teachers to collaborate, discuss best practices, and set goals for student achievement. Many teachers attend classes and workshops in the summer. Last year, had a new science adoption (FOSS) which the teachers have implemented. Grade levels are implementing the new math adoption. We continue to work towards differentiating instruction within the classroom. At staff meetings, we are articulating within grade levels and across grade levels to ensure a smooth progression of concepts

4. Collaboration among all segments of the school community:

The Willett community works very closely together. Parents are actively involved in programs on campus including gardening, recycling, Kids in Motion, PE squads, math club, Publications Club, and classroom volunteering. Willett has an active PTA, ELAC and Site Council whose members collaborate often and are proactive about including new parents in the school.

5. Other elements of importance to school's vision/mission:

The Willett staff is dedicated to high expectations for their students academically and socially. The staff works very closely together to create the best learning environment for students. Staff meetings include significant blocks of time to articulate within and between grade levels about curriculum and student growth. Grade level teams meet regularly to continue the high quality of education that families receive at the school. Enrichment activities and field trips are also a priority for the Willett staff to ensure the whole child is addressed and given opportunities to experience new things.

Opportunities for Parental Involvement (School Year 2008-09)

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

PARENT INVOLVEMENT

PARENTAL INVOLVEMENT POLICY

At Willett Elementary School staff, parents and students have the right and responsibility to participate in the educational process. Parents are an integral part of this effort and it is essential that they contribute their support to the teachers and children in our school. The more elements of good parenting, good teaching, and good schooling that children experience, the greater likelihood that they will achieve their potential. We are in this process together for the children. In order to work with the parent community in accomplishing this goal, the school shall:

Robert E. Willett Elementary 2008-09 School Accountability Report Card

- Provide ongoing opportunities for parents to give input to the organized parent groups that exist within the school. The office will input to the following groups: School Site Council, School Climate Committee, English Learner Advisory Committee and PTA.
- Publish membership information for the above committees in the parent handbook distributed prior to the start of school, and again in the school newsletter, Who's News.
- Have available the Annual School Plan upon request in the school office throughout the year.
- Encourage and provide ongoing opportunities for parents to volunteer in the classroom.
- Provide parents with timely information about the program, using all or a combination of the following:
 1. Parent Handbook
 2. Weekly Who's News
 3. Classroom newsletters
 4. Back-to-School Orientations in Fall
 5. Fall and Spring Parent Conferences
 6. Individual conferences with staff/principal upon request
 7. Open House in the Spring
 8. Opportunities to provide input at the district level through advertised meetings and events
 9. Curriculum reviews at the school site when the district is in the adoption process cycles
 10. School Site Council, School Climate Committee, ELAC (English Learner Advisory Committee) and PTA meetings
- Provide parents with information about school curriculum, types of assessment, about individual student assessment results and proficiency levels students are expected to meet through the following:
 1. Back-to-School Orientations
 2. District packet sent out at the start of school
 3. Fall and Spring Parent Conferences and report cards
 4. Individualized Education Plan and Student Study Team meeting for identified students
 5. Individually scheduled parent/teacher/principal conferences initiated by any party
 6. Communications regarding ways for parents to assist students during the summer
 7. Mailings (when necessary) of testing results with interpretative explanations
 8. Timely recommendations for possible retention, including suggested interventions

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 | 59 |
| Grade 1 | 59 |
| Grade 2 | 77 |
| Grade 3 | 55 |
| Grade 4 | 75 |
| Grade 5 | 74 |
| Grade 6 | 92 |
| Total Enrollment | 491 |

Student Enrollment by Group (School Year 2008-09)

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

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American | 3.67 % | White (not Hispanic) | 56.01 % |
| American Indian or Alaska Native | 0.00 % | Multiple or No Response | 1.43 % |
| Asian | 26.88 % | Socioeconomically Disadvantaged | 13.00 % |
| Filipino | 1.43 % | English Learners | 11.00 % |
| Hispanic or Latino | 10.39 % | Students with Disabilities | 6.00 % |
| Pacific Islander | 0.20 % | N/A | N/A |

Average Class Size and Class Size Distribution (Elementary)

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

| Grade Level | 2006-07 | | | | 2007-08 | | | | 2008-09 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 17.5 | 4 | | | 19.7 | 3 | | | 19.7 | 3 | | |
| 1 | 19.3 | 3 | | | 18.8 | 4 | | | 19.7 | 3 | | |
| 2 | 20.0 | 4 | | | 20.0 | 4 | | | 19.2 | 5 | | |
| 3 | 20.0 | 3 | | | 20.0 | 3 | | | 18.3 | 3 | | |
| 4 | 30.7 | | 3 | | 26.7 | | 3 | | 30.5 | | 2 | |
| 5 | 28.0 | | 3 | | 30.3 | | 3 | | 29.0 | | 2 | |
| 6 | 30.7 | | 3 | | 27.3 | | 3 | | 30.7 | | 3 | |

III. School Climate

School Safety Plan (School Year 2008-09)

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

We review our emergency plans each year and last updated them in the fall of 2009, being consistent with district standards. We hold monthly fire drills and twice per year shelter in place and earthquake drills. We checked and repaired our playground equipment during the spring of 2004. During the summer of 2007, we fixed MPR doors that were previously padlocked. They now have appropriate crash bar locks. We fixed five doors on campus that allowed for no easy entry. Tarps over lunch tables were re-tarped. The roofs were fixed for leaks. Facilities staff works within a scheduled preventive maintenance program to offset costly repairs whenever possible. We have a positive school climate committee composed of parents and school staff. Playground aides and custodians monitor our playground before school and during recesses, upholding our respectful and responsible expectations, and promoting problem-solving strategies. Positive rewards are given to students who go above and beyond what is expected of them.

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 | 0.8 | 1.0 | 1.2 | 8.4 | 7.0 | 5.9 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2009-10)

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.

Robert E. Willett Elementary school is in good repair, according to the criteria established by the Office of Public School Construction. Facility deficiencies are minor ones resulting from common wear and tear, and there are few of them.

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 | — | ✓ | — | — | |
| Interior: Interior Surfaces | — | ✓ | — | — | Stained ceiling tiles E26, E27--Work order issued to repair. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | — | ✓ | — | — | |
| Electrical: Electrical | — | — | — | ✓ | All required repairs completed. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | — | ✓ | — | — | D wing boys' restroom--knob missing on sink. Work order issued to repair. |
| Safety: Fire Safety, Hazardous Materials | — | ✓ | — | — | |
| Structural: Structural Damage, Roofs | — | ✓ | — | — | C-13--Possible roof leak--Work order issued to repair. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | — | ✓ | — | — | |
| Overall Rating | — | ✓ | — | — | |

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 |
|--|---------|---------|---------|----------|
| | 2006-07 | 2007-08 | 2008-09 | 2008-09 |
| With Full Credential | 28 | 28 | 27 | 438 |
| Without Full Credential | 0 | 0 | 0 | 4 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

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

| Indicator | 2007-08 | 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 at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 100 | 0 |
| All Schools in District | 99 | 1 |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | 99 | 1 |

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 | | |
| Library Media Teacher (Librarian) | 0.5 | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 0.6 | N/A |
| Resource Specialist (non - teaching) | 1.0 | N/A |
| Other | | N/A |

VII. Curriculum and Instructional Materials

Quality, Currency, and 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/or Instructional Materials |
|---|--|--|
| Reading/Language Arts | These text materials are aligned with state content standards and officially adopted for use in the classroom. | 0 |
| Mathematics | These text materials are aligned with state content standards and officially adopted for use in the classroom. | 0 |
| Science | These text materials are aligned with state content standards and officially adopted for use in the classroom. | 0 |
| History-Social Science | These text materials are aligned with state content standards and officially adopted for use in the classroom. | 0 |
| Foreign Language | N/A | |
| Health | N/A | |
| Science Laboratory Equipment (grades 9-12) | N/A | |
| Visual and Performing Arts | N/A | |

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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|--|------------------------|
| School Site | \$8,217.00 | \$1,728.00 | \$6,489.00 | \$79,741.00 |
| District | N/A | N/A | \$6,462.00 | \$63,809 |
| Percent Difference – School Site and District | N/A | N/A | 0.42 % | 24.97 % |
| State | N/A | N/A | \$5,512 | \$64,246 |
| Percent Difference – School Site and State | N/A | N/A | 17.72 % | 24.12 % |

Types of Services Funded (Fiscal Year 2008-09)

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

In 2008-09 Willett Elementary received categorical funding and services through the following federal, state and local resources: Title II Professional Development; English Language Acquisition Program; Arts, Music & Physical Education Block Grant; Economic Impact Aid – Limited English Proficiency; School and Library Improvement Block Grant; Site Discretionary Block Grant; Davis School Arts Foundation and parcel tax funding.

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 at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$35,081 | \$40,917 |
| Mid-Range Teacher Salary | \$55,886 | \$64,688 |
| Highest Teacher Salary | \$77,965 | \$82,849 |
| Average Principal Salary (Elementary) | \$102,403 | \$102,130 |
| Average Principal Salary (Middle) | \$108,999 | \$108,050 |
| Average Principal Salary (High) | \$115,793 | \$117,805 |
| Superintendent Salary | \$201,760 | \$176,845 |
| Percent of Budget for Teacher Salaries | 42.30 % | 40.30 % |
| Percent of Budget for Administrative Salaries | 6.30 % | 5.90 % |

IX. Student Performance

Standardized Testing and Reporting Program

Robert E. Willett Elementary 2008-09
School Accountability Report Card

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 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.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 | | |
|-------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts | 85 | 88 | 86 | 73 | 73 | 75 | 43 | 46 | 50 |
| Mathematics | 86 | 88 | 85 | 66 | 67 | 66 | 40 | 43 | 46 |
| Science | 85 | 95 | 82 | 73 | 77 | 81 | 38 | 46 | 50 |
| History-Social Science | 0 | 0 | 0 | 69 | 70 | 75 | 33 | 36 | 41 |

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | 47 | 40 | * | |
| American Indian or Alaska Native | * | * | | |
| Asian | 94 | 96 | 91 | |
| Filipino | * | * | * | |
| Hispanic or Latino | 59 | 65 | | |
| Pacific Islander | | | | |
| White (not Hispanic) | 89 | 86 | 83 | |
| Male | 82 | 85 | 81 | |
| Female | 89 | 85 | 82 | |
| Economically Disadvantaged | 53 | 50 | 46 | |
| English Learners | 70 | 80 | * | |
| Students with Disabilities | 45 | 41 | * | |
| Students Receiving Migrant Education Services | | | | |

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

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

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 18.9 | 29.7 | 41.9 |
| 7 | 0.0 | 0.0 | 0.0 |
| 9 | 0.0 | 0.0 | 0.0 |

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 | 2006 | 2007 | 2008 |
|------------------------|------|------|------|
| Statewide | 10 | 10 | 10 |
| Similar Schools | 4 | 4 | 6 |

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 | 7 | 16 | -10 | 939 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | 19 | -3 | 10 | 980 |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Pacific Islander | | | | |
| White (not Hispanic) | 5 | 22 | -11 | 948 |
| Socioeconomically Disadvantaged | | | | |
| English Learners | | | | |
| Students with Disabilities | | | | |

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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 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 | No |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | No |
| Percent Proficient - English-Language Arts | Yes | No |
| Percent Proficient - Mathematics | Yes | No |
| API | Yes | Yes |
| Graduation Rate | N/A | Yes |

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 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 | N/A | 1 |
| Percent of Schools Currently in Program Improvement | N/A | 6.3 |

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.

All certificated staff are provided three days of professional development each year.

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 (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

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

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

| Subject and Grade Level | Average Scale Score | | 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 – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

| Subject and Grade Level | State Participation Rate | | National Participation Rate | |
|---------------------------|----------------------------|---------------------------|-----------------------------|---------------------------|
| | Students With Disabilities | English Language Learners | Students With Disabilities | English Language Learners |
| Reading 2007, Grade 4 | 74 | 93 | 65 | 80 |
| Reading 2007, Grade 8 | 78 | 92 | 66 | 77 |
| Mathematics 2009, Grade 4 | 79 | 96 | 84 | 94 |
| Mathematics 2009, Grade 8 | 85 | 96 | 78 | 92 |