

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

## Executive Summary School Accountability Report Card, 2008-09

### Montague Community Day School

Address:	430 East Prather St. , Montague CA 96064	Phone:	530-459-3001
Principal:	Mike Michelon	Grade Span:	1 - 6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

*Montague Elementary Community Day School (MECDS) believes that parents are our partners in education and we encourage parents to volunteer when possible. We also have a very active Site Council that sponsors numerous fundraisers throughout the year to help support our student activities. We provide variety of extra curriculum activities including the SAFE (Siskiyou After School For Everyone) program operated within the guidelines set by the California Department of Education After School Education and Safety (ASES). The SAFE program is open from the end of each regular school day until 6 PM offering a nutritious snack, homework assistance, academic enrichment and physical activities in a healthy, safe environment and encouraging parents, teachers, students, and the community to share resources that benefit both the students and the community.*

*In addition, Montague Elementary Community Day School provides nutritionally balanced hot breakfast and lunch program, State Accredited Preschool, full day Kindergarten, small class sizes, daily intervention and tutoring, Assemblies and field trips, state-of-the-art Computer lab in classroom, full service library and nationally acclaimed Accelerated Reader program.*

#### MISSION STATEMENT:

*Montague Elementary School mission is to ensure all students are given the opportunity to learn in an environment that is safe and caring. We want our students to experience curriculum that is challenging and thought provoking, but also interacting in an atmosphere that will build a foundation for our students to become lifelong learners.*

- \* We strive for excellence encouraging all our staff and students to reach their full potential*
- \* To ultimately believe in themselves and achieve success*
- \* To become productive responsible citizens*

*This is accomplished by committed, caring teachers, staff, parents and community members who engage students in academic, creative, and social skills which will enable them to function successfully in our ever-changing society.*

### Student Enrollment

Group	Percent
African American	0%
American Indian or Alaska Native	25%
Asian	%
Filipino	%
Hispanic or Latino	25 %
Pacific Islander	%
White (not Hispanic)	50 %
Multiple or No Response	%
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	100%
<b>Total Number of Students</b>	<b>4</b>

### Teachers

Indicator	Teachers
Teachers with full credential	1
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	25%
Mathematics	25%
Science	
History-Social Science	

## Academic Progress

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

## School Facilities

### Summary of Most Recent Site Inspection

Facility was inspected August of 2009 by Mike Michelin and Margretta Brown using the Facility Inspection Tool (FIT). Site was in good condition, vermin problem of prior years has been corrected.

### Repairs Needed

N/A

### Corrective Actions Taken or Planned

N/A

## Curriculum and Instructional Materials

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

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$18.88
District	\$ 337.54
State	\$5,300

## School Completion

Indicator	Result
Graduation Rate	0 %

## NAEP Reading, Grade 4

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

### NAEP Reading, Grade 8

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

### NAEP Mathematics, Grade 4

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

### NAEP Mathematics, Grade 8

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

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

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### II. About This School

#### Contact Information (School Year 2009-10)

This section provides the schools contact information.

School	District		
School Name	Montague Community Day	District Name	Montague Elementary
Street	430 East Prather St.	Phone Number	530-459-3001
City, State, Zip	Montague, CA 96064	Web Site	www.sisnet.ssku.k12.ca.us
Phone Number	530-459-3001	Superintendent	Margretta P. Brown
Principal	Margretta P. Brown	E-mail Address	gbrown@sisnet.ssku.k12.ca.us
E-mail Address	gbrown@sisnet.ssku.k12.ca.us	CDS Code	47- 70417- 6115075

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

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

*Montague Elementary Community Day School (MECDS) believes that parents are our partners in education and we encourage parents to volunteer when possible. We also have a very active Site Council that sponsors numerous fundraisers throughout the year to help support our student activities. We provide variety of extra curriculum activities including the SAFE (Siskiyou After School For Everyone) program operated within the guidelines set by the California Department of Education After School Education and Safety (ASES). The SAFE program is open from the end of each regular school day until 6 PM offering a nutritious snack, homework assistance, academic enrichment and physical activities in a healthy, safe environment and encouraging parents, teachers, students, and the community to share resources that benefit both the students and the community.*

*In addition, Montague Elementary Community Day School provides nutritionally balanced hot breakfast and lunch program, State Accredited Preschool, full day Kindergarten, small class sizes, daily intervention and tutoring, Assemblies and field trips, state-of-the-art Computer lab in classroom, full service library and nationally acclaimed Accelerated Reader program.*

### MISSION STATEMENT:

*Montague Elementary School mission is to ensure all students are given the opportunity to learn in an environment that is safe and caring. We want our students to experience curriculum that is challenging and thought provoking, but also interacting in an atmosphere that will build a foundation for our students to become lifelong learners.*

*\* We strive for excellence encouraging all our staff and students to reach their full potential*

*\* To ultimately believe in themselves and achieve success*

*\* To become productive responsible citizens*

*This is accomplished by committed, caring teachers, staff, parents and community members who engage students in academic, creative, and social skills which will enable them to function successfully in our ever-changing society.*

## Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Parent involvement opportunities exist at virtually every level of the school. Parents are encouraged to attend athletic events, performances, and field trips throughout the year along with contributing as parent volunteers in the classroom. Progress reports and trimester grade reports are mailed home at regular intervals. Parent conferences are held three times a year or on an as needed basis. Parent representatives are elected to the serve on the School Site Council (SSC). The SSC meets each month and provides feedback to parents along with raising funds to help support student activities. In addition, the Gifted and Talented Education (GATE) and Title I programs hold annual parent informational meetings and conferences sponsored by the Siskiyou County Office of Education to keep parents informed of opportunities and developments within these programs.

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

## 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
African American	%
American Indian or Alaska Native	25.00 %
Asian	%
Filipino	%
Hispanic or Latino	25.00 %
Pacific Islander	%
White (not Hispanic)	50.00 %
Multiple or No Response	%
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%

### 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												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other				1.0	1			5.0	1			

### III. School Climate

#### School Safety Plan (School Year 2008-09)

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

Montague Community Day School's (MCDS) safety plan includes the framework and provisions for a safe and clean environment for students, staff, and volunteers. MCDS is in compliance with the laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring students and staff are safe during a disaster with fire and disaster drills conducted on a regular basis throughout the school year. Our custodians ensure classrooms, restrooms and campus groups are kept clean, safe and secure through well maintained classrooms and facilities. The school safety plan is reviewed often and updated as needed.

#### 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	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
	Suspensions	.8	.8	.8	.14	.14
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2009-10)

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

*Facility was inspected August of 2009 by Mike Michelin and Margretta Brown using the Facility Inspection Tool (FIT). Site was in good condition, vermin problem of prior years has been corrected.*

### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Structural:</b> Structural Damage, Roofs			X		Roof fascia repaired summer '09, tarring on roof summer '09
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X		Playground resurfaced summer '09
<b>Overall Rating</b>	good				

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the [CDE DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	1	1	1	9
Without Full Credential	0	0	0	1
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 [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District		

## VI. Support Staff

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non-teaching)	.8	N/A
Other		

## VII. Curriculum and Instructional Materials

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	<i>Grades K-5 Houghton-Mifflin - A Legacy of Literacy</i> <i>Grade 6 EMC Paradigm -- Discovering Literature</i> <i>Grade 7 EMC Paradigm -- Exploring Literature</i> <i>Grade 8 EMC Paradigm -- Responding to Literature</i> <b>2003 adoption</b>	0
Mathematics	<i>Grade 4 Saxon 65</i> <i>Grade 5 Saxon 76</i> <b>2001 adoption</b> <i>Grade 6 McDougal Littell Course 1</i> <i>Grade 7 McDougal Littell Course 2</i> <i>Grade 8 McDougal Littell Algebra I</i> <b>2007 adoption</b>	0
Science	<i>Grades K-5 McGraw Hill Science</i> <i>Grades 6-8 Prentice Hall -- Science Explorer</i> <b>2008 adoption</b>	0
History-Social Science	<i>Grades K-5 Scott Foresman,</i> <i>History Social Science for California</i> <b>2006 adoption</b> <i>Grades 6-8 McDougal Littell California</i> <i>Middle School Social Studies,</i> <b>2006 adoption</b>	0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$11,338	\$6,416	\$4,922	\$31,788
District	N/A	N/A	\$4,922	\$38,287
Percent Difference – School Site and District	N/A	N/A	0%	17%
State	N/A	N/A	\$5,512	\$56,284
Percent Difference – School Site and State	N/A	N/A	10.7%	44%

### Types of Services Funded (Fiscal Year 2008-09)

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

We spent an average of \$11,338 in 2007-2008 to educate each student (based on 2007-2008 financial statements) and \$9,316 in year 2008-2009. The figures shown in the table above reflect the direct cost of educational services, per Average Daily Attendance (ADA), excluding food services, facilities acquisition and construction, and certain other expenditures. These calculations are required by law annually and are compared with other districts statewide. In addition to general fund state funding, we receive state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

- Title I, Part A Compensatory Education
- Title II, Teacher Quality
- Title IV, Safe and Drug Free Schools and Communities
- Title VI, Rural School Facility Construction
- Title VII, Class Size Reduction
- \* Discipline
- \* Intervention
- \* Behavior Class Management

### Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,190	\$38,481
Mid-Range Teacher Salary	\$43,853	\$55,789
Highest Teacher Salary	\$52,517	\$70,849
Average Principal Salary (Elementary)	\$54,000	\$88,862
Average Principal Salary (Middle)	NA	\$94,015
Average Principal Salary (High)	NA	\$97,594
Superintendent Salary	\$18,000	\$110,994
Percent of Budget for Teacher Salaries	27.80 %	37.20 %
Percent of Budget for Administrative Salaries	5.70 %	6.60 %

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of

students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	*	*	*	36	38	44	43	46	50
Mathematics	*	*	*	26	36	45	40	43	46
Science	0	0	0	36	58	41	38	46	50
History-Social Science	0	0	0	24	21	17	33	36	41

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

### Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native	*	*		
Asian				
Filipino				
Hispanic or Latino	*	*		
Pacific Islander				
White (not Hispanic)	*	*		
Male	*	*		
Female	*	*		
Economically Disadvantaged	*	*		
English Learners	*	*		
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

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

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

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

Grade Level	3Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	*	*	*

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one

means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API 6	2006	2007	2008
Statewide	B	B	B
Similar Schools	B	B	B

**3** means a number is not applicable or not available due to missing data.

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

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

**" \* "** means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

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

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

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

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

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

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

**"Yes"** Met 2009 AYP Criteria

**"No"** Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

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

## 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.

Professional development is an intentional process that gives teachers the ability to analyze the effectiveness of what they do, reflected in current practices while making adaptations when things are not going well in the classroom. Teachers will continue to learn and improve, just as students do. Staff members build teaching skills by participating in conferences, courses, and workshops throughout the year and then sharing their experiences and knowledge with their colleagues. The district schedules eight mandatory staff development sessions lasting approximately two hours for a total of sixteen hours. The following topics are discussed:

- Reading Language Arts
- Math
- Writing
- \* Discipline
- \* Intervention
- \* Professional Learning Communities

## XII. National Assessment of Educational Progress

### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress Web page](#) (Outside Source).

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

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

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for

reading (2007) and mathematics (2009) for grades four and eight

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

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

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

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