

# 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 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 2009-10)

This section provides the school's contact information.

| School                  |                                | District              |   |
|-------------------------|--------------------------------|-----------------------|---|
| <b>School Name</b>      | E. M. Downer Elementary School | <b>District Name</b>  | West Contra Costa Unified School District |
| <b>Street</b>           | 1231 18th Street               | <b>Phone Number</b>   | (510) 231-1100                            |
| <b>City, State, Zip</b> | San Pablo, CA 94806            | <b>Web Site</b>       | www.wccusd.net                            |
| <b>Phone Number</b>     | (510) 231-1435                 | <b>Superintendent</b> | Dr. Bruce Harter                          |
| <b>Principal</b>        | Marco Gonzales                 | <b>E-mail Address</b> | bharter@wccusd.net                        |
| <b>E-mail Address</b>   | mgonzales@wccusd.net           | <b>CDS Code</b>       | 07-61796-6057210                          |

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

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

**School Description:** E. M. Downer Elementary is a Pre-school through 6th grade school with Transitional Bilingual Education and Special Education programs. We occupy a beautiful newly built campus that was completed in February of 2008. The student population is 93% Latino, 3% African American, 2% Southeast Asian and 1% other. The staff is composed of a mix of new and experienced teachers.

E. M. Downer staff provides a rigorous standards-based curriculum and a positive school climate. Our school goals are to provide a well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for success in life. Edward M. Downer students will develop literacy skills to allow strategic readers, effective writers, competent problem solvers and confident learners.

**Mission Statement:**

The mission of the staff of E. M. Downer Elementary School is to ensure all students reach grade level proficiency or above in all academic areas. To do so, we are committed to:

- Providing a rigorous, standards-based academic program
- Working in partnership with parents and the community
- Maintaining high expectations in a positive, nurturing environment
- Guiding their social and emotional development
- Encouraging our students to be life long learners
- Helping students become valued members of our community

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

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

- Family Learning Nights are conducted throughout the school year. Family Math and Family Literacy nights were featured last year. Family Science Nights will be added in 2009-2010 in preparation for a Science Fair.
- Parents participated in Pre-school transition meetings to familiarize them with expectations for kindergarten.
- The Parent-Community Outreach Specialist coordinates volunteer opportunities.
- PARENT-TEACHER ASSOCIATION (PTA) and/OR PARENT GROUP(s): E.M. Downer has a newly formed PTA which meets once a month. Downer has weekly Parent Meetings. This group of parents meets every Friday with topics include testing, health, nutrition, conferencing, parenting skills, homework and student achievement. There is a dedicated group of volunteers who support teachers by performing collating, printing and other preparation of materials.

SCHOOL SITE COUNCIL: Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

**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            | 92                 |
| Grade 1                 | 103                |
| Grade 2                 | 98                 |
| Grade 3                 | 94                 |
| Grade 4                 | 99                 |
| Grade 5                 | 92                 |
| Grade 6                 | 100                |
| <b>Total Enrollment</b> | <b>678</b>         |

**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                 | 3.39                        | White (not Hispanic)            | 0.59                        |
| American Indian or Alaska Native | 0.29                        | Multiple or No Response         | 0.29                        |
| Asian                            | 3.39                        | Socioeconomically Disadvantaged | 99.00                       |
| Filipino                         | 0.88                        | English Learners                | 69.00                       |
| Hispanic or Latino               | 91.15                       | Students with Disabilities      | 11.00                       |
| Pacific Islander                 | 0.00                        |                                 |                             |

### 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+ |
| <b>K</b>     | 19.2            | 6                    |       |     | 19.3            | 6                    |       |     | 17.5            | 6                    |       |     |
| <b>1</b>     | 19.0            | 4                    |       |     | 20.0            | 5                    |       |     | 20.0            | 6                    | 1     |     |
| <b>2</b>     | 18.5            | 6                    |       |     | 17.8            | 5                    |       |     | 19.7            | 3                    |       |     |
| <b>3</b>     | 19.8            | 5                    |       |     | 19.8            | 4                    | 1     |     | 18.7            | 6                    |       |     |
| <b>4</b>     | 25.5            |                      | 4     |     | 33.0            |                      |       | 3   | 33.0            |                      |       | 3   |
| <b>5</b>     | 24.8            |                      | 4     |     | 32.5            |                      | 1     | 1   | 30.7            |                      | 2     | 1   |
| <b>6</b>     | 23.0            |                      | 4     |     | 29.0            |                      | 2     |     | 33.0            |                      |       | 3   |
| <b>K-3</b>   | 20.0            | 1                    |       |     |                 |                      |       |     |                 |                      |       |     |
| <b>3-4</b>   |                 |                      |       |     |                 |                      |       |     |                 |                      |       |     |
| <b>4-8</b>   | 19.0            | 1                    |       |     | 29.5            |                      | 2     |     |                 |                      |       |     |
| <b>Other</b> |                 |                      |       |     |                 |                      |       |     |                 |                      |       |     |

### III. School Climate

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

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

Parents receive a letter regarding safety procedures at the beginning of the year. Emergency cards are filled out each year. Each classroom is equipped with an emergency board, which include emergency cards, a telephone tree, a class roster, and fire drill cards. Evacuation routes are posted in all classrooms. We conduct monthly fire drills and participate in drills such as "Shelter in Place" and "Lock Down". The safety plan aligns with the district-adopted SEMS (Standard Emergency Management System). Each teacher is assigned a role in case of a disaster emergency.

Students are supervised before school, during morning and lunch recesses, and after school. Breakfast is available at 7:45 A.M. Students go to the yard at 8: 15 where teachers supervise them until classes begin at 8: 30 A.M. Entrances are only unlocked during school hours. There is a complete system for controlling access and student mobility during the instructional day.

#### 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 |
| <b>Suspensions</b> | 1.6     | 4.0     | 5.6     | 29.1     | 30.2    | 34.8    |
| <b>Expulsions</b>  | 0.5     | 0.0     | 0.0     | 0.6      | 0.5     | 0.4     |

## 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 based on the most recent data available, and a description of any planned or recently completed facility improvements.

The school facility was built in 1955. Portable classrooms were added in 1970.

In February of 2008 the construction of the new E. M. Downer Elementary School campus was completed. The new campus has a main building which houses all of the classrooms, the library, and computer lab. E. M. Downer School is the only elementary school with a gymnasium. The campus also has a separate building for the administration and staff who provide special education and student support services. School facilities are cleaned daily.

### 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><br>Gas Leaks, Mechanical/HVAC, Sewer                       | [X]           | [ ]  | [ ]  | [ ]  |   |
| <b>Interior:</b><br>Interior Surfaces                                      | [ ]           | [X]  | [ ]  | [ ]  |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | [ ]           | [X]  | [ ]  | [ ]  | Graffiti needs removal.                   |
| <b>Electrical:</b><br>Electrical   | [X]           | [ ]  | [ ]  | [ ]  |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | [ ]           | [ ]  | [X]  | [ ]  | Rust needs to be removed from partitions. |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | [X]           | [ ]  | [ ]  | [ ]  |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | [X]           | [ ]  | [ ]  | [ ]  |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | [ ]           | [X]  | [ ]  | [ ]  |   |
| <b>Overall Rating</b>  | [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 |
|--|---------|---------|---------|----------|
|  | 2006-07 | 2007-08 | 2008-09 | 2008-09  |
| <b>With Full Credential</b>                        | 41      | 34      | 39      | 1422     |
| <b>Without Full Credential</b>                     | 0       | 2       | 0       | 181      |
| <b>Teaching Outside Subject Area of Competence</b> | 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       | 2       |         |
| Total Teacher Misassignments                   | 0       | 2       |         |
| Vacant Teacher Positions                       | 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                                | Non-NCLB Compliant Teachers |
| This School                      | 90.9   | 9.1                         |
| All Schools in District          | 84.3   | 15.7                        |
| High-Poverty Schools in District | 81.5   | 18.5                        |
| Low-Poverty Schools in District  | 93.1   | 6.9                         |

## 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)               |                                  | ---   |
| Library Media Services Staff (paraprofessional) |                                  | ---   |
| Psychologist                                    |                                  | ---   |
| Social Worker                                   |                                  | ---   |
| Nurse   |                                  | ---   |
| Speech/Language/Hearing Specialist              | 1.0                              | ---   |
| Resource Specialist (non-teaching)              |                                  | ---   |
| 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  | SRA, Open Court Reading (Grades K-5); SRA, Foro Abierto (Grades K-3) Bilingual; Prentice Hall (Grade 6) | 0%  |
| Mathematics            | Everyday Mathematics (Grades K-6), Wright Group/Macmillan-McGraw Hill                                   | 0%  |
| Science                | Scott Foresman Science K-6  | 0%  |
| History-Social Science | Elementary Social Science: Macmillan/McGraw Hill California Vistas                                      | 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 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                                  | \$6,171                      | \$2,343                               | \$3,827                        | \$53,190               |
| District                                     | ---                          | ---                                   | \$4,536                        | \$53,642               |
| Percent Difference: School Site and District | ---                          | ---                                   | -15.6%                         | -0.8%                  |
| State  | ---                          | ---                                   | \$5,512                        | \$67,049               |
| Percent Difference: School Site and State    | ---                          | ---                                   | -30.6%                         | -20.7%                 |

### 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.

Specific programs and services available at Downer School include:

- IASA-Title I Basic
- 21st Century CCLC
- LEP Economic Impact Aid
- School Library Improvement Block Grant
- Transitional Bilingual Education (TBE)
- Special Education
- Gifted & Talented Education (GATE)
- Pupil Retention Block Grant
- Arts and Music Block Grant
- City of San Pablo After School

## 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                      | \$36,929        | \$42,065                                     |
| Mid-Range Teacher Salary                      | \$56,915        | \$67,109                                     |
| Highest Teacher Salary                        | \$76,298        | \$86,293                                     |
| Average Principal Salary (Elementary)         | \$93,450        | \$107,115                                    |
| Average Principal Salary (Middle)             | \$99,057        | \$112,279                                    |
| Average Principal Salary (High)               | \$110,627       | \$122,532                                    |
| Superintendent Salary                         | \$227,250       | \$216,356                                    |
| Percent of Budget for Teacher Salaries        | 34.3            | 39.4   |
| Percent of Budget for Administrative Salaries | 5               | 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 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  | 19      | 17      | 21      | 33       | 35      | 38      | 43      | 46      | 50      |
| Mathematics            | 31      | 29      | 37      | 31       | 32      | 33      | 40      | 43      | 46      |
| Science                | 8       | 16      | 23      | 27       | 32      | 36      | 38      | 46      | 50      |
| History-Social Science |         |         |         | 22       | 21      | 25      | 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                              | 23  | 15          | *       |                        |
| American Indian or Alaska Native              | *   | *           |         |                        |
| Asian   | 53  | 59          | *       |                        |
| Filipino                                      | *   | *           |         |                        |
| Hispanic or Latino                            | 19  | 36          | 21      |                        |
| Pacific Islander                              |   |             |         |                        |
| White (not Hispanic)                          |   |             |         |                        |
| Male  | 18  | 39          | 29      |                        |
| Female  | 25  | 35          | 16      |                        |
| Economically Disadvantaged                    | 21  | 37          | 23      |                        |
| English Learners                              | 12  | 31          | 11      |                        |
| Students with Disabilities                    | 12  | 20          | 33      |                        |
| 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           | 23.7  | 22.6                  | 30.1                 |

## 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        | 2006 | 2007 | 2008 |
|-----------------|------|------|------|
| Statewide       | 1    | 1    | 1    |
| Similar Schools | 1    | 2    | 1    |

### 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       | 53                | -12     | 13      | 646              |
| African American                 |                   |         |         |                  |
| American Indian or Alaska Native |                   |         |         |                  |
| Asian                            |                   |         |         |                  |
| Filipino                         |                   |         |         |                  |
| Hispanic or Latino               | 58                | -16     | 11      | 637              |
| Pacific Islander                 |                   |         |         |                  |
| White (not Hispanic)             |                   |         |         |                  |
| Socioeconomically Disadvantaged  | 55                | -12     | 14      | 647              |
| English Learners                 | 54                | -17     | 12      | 636              |
| 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                                   | No     | No       |
| Participation Rate: English-Language Arts | Yes    | Yes      |
| Participation Rate: Mathematics           | Yes    | Yes      |
| Percent Proficient: English-Language Arts | No     | 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                          | In PI     | In PI     |
| First Year of Program Improvement                   | 2003-2004 | 2004-2005 |
| Year in Program Improvement                         | Year 5    | Year 3    |
| Number of Schools Currently in Program Improvement  | ---       | 18        |
| Percent of Schools Currently in Program Improvement | ---       | 27.7      |

## 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.

Quality instruction and instructional leadership are at the heart of the school's achievement efforts. The teaching staff meets on a weekly basis, for 45 minutes to develop teaching skills, review student data and plan instruction that promotes mastery of the learning standards. Teachers also meet several times each year in collaborative unit planning sessions. In these sessions teachers jointly plan lessons and instructional activities for the reading language arts program. During the week before school starts, the staff meets for three days to develop learning or review teaching techniques, become familiar with newly adopted programs and develop a consensus for procedures and policies for student behavior and activities.

To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. The primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

## 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 – 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                        |