

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	Sierra Vista Elementary	District Name	Placentia-Yorba Linda Unified
Street	1811 North Placentia Ave.	Phone Number	714-996-2550
City, State, Zip	Placentia , CA 92670-2302	Web Site	www.pylusd.org
Phone Number	714-996-1961	Superintendent	Dennis Smith
Principal	Joan Bonn	E-mail Address	dsmith@pylusd.org
E-mail Address	jbonn@pylusd.org	CDS Code	30- 66647- 6030092

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

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

Sierra Vista Elementary, home the Eagles, located in Placentia, California has been designated as a California Distinguished School in recognition of its program excellence. There are currently 511 students enrolled in kindergarten through sixth grade in this supportive and caring neighborhood school. The staff has created an inclusive environment where the needs of all students are addressed through continuous monitoring and evaluation. Students are provided a comprehensive, challenging, standards-aligned curriculum, which includes reading, language arts, mathematics, history/social science, science, visual and performing arts,

physical education and health. A computer lab, computer clusters in classrooms and pods, and a library/media center offer additional opportunities for our students in a technologically rich setting.

The Sierra Vista staff consists of thirty-nine full or part time staff members who support the continuum of educational programs available to all students. The staff includes 20 regular education teachers and a number of part time specialist including, a special education teacher, P.E. teacher, speech and language specialist, and two music teachers who are dedicated to providing our students powerful teaching that is designed to assist all children in achieving their highest potential. Support staff comprised of the principal, school psychologist, a dedicated office team, classroom and computer aides, a library/media clerk and the custodial team work with the teaching team to ensure that all students experience a dynamic learning experience. Classrooms with GATE clusters, English language acquisitions support, after school interventions, community based scouting, youth sports and extra curricular activities provide additional educational opportunities for our students. Extended day childcare is also available.

A strong sense of community pride is clearly evident in our school among the staff, parents and students. Sierra Vista's PTA enthusiastically supports the school by providing many enrichment opportunities for students and parents. Volunteerism is a tradition at Sierra Vista; and volunteers are seen each day of the school year reinforcing student learning and assisting in classrooms. PTA, School Site Council and ELAC take active roles in planning and advising staff regarding school programs and unselfishly support the students and staff with their talents, time and money. Student Council offers students an opportunity for leadership and promotes their involvement in the greater community through service projects, such as the annual toy drive and coin drives for specially identified community needs. We believe all students can learn and have great potential for future success.

School Mission Statement

The mission of Sierra Vista Elementary School is to provide a high quality, challenging educational program, which focuses on the mastery of basic skills, the use of technology, the development of critical thinking, and effective communication. Our goal is to foster in all students an understanding of responsible citizenship and a desire for life-long learning.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Sierra Vista is recognized as a central hub for the community we serve. We are proud of the fact that leadership is shared by the principal, leadership team, School Site Council, PTA, ELAC and staff. Volunteerism is one of the hallmarks of our school and an essential factor in the success of our students. "Parents as partners in education" is a key factor in our students' outstanding achievement. A variety of forums for participation and involvement and ongoing two-way communication contribute to our strong home-school partnership.

The **School Site Council (SSC)** is an advisory group that discusses curriculum and monitors the implementation of the school plan. Officially the council has five voting parents and five staff members; however, meetings are open to all parents and staff. The SSC annually reviews and revises the School Plan in light of assessment results and budget and makes recommendations regarding directions of improvement for the future. Additionally, the SSC serves as a conduit for information between the school, parents and Superintendent's Community Advisory Committee (SCAC). Furthermore, the SSC also includes parent members whose children are English learners. An **English Learner Advisory Committee (ELAC)** is comprised of parents of English learners and school staff; and an ELAC member serves as the liaison between the school and the District English Learner Advisory Committee (DELAC). Each of these advisory groups meets formally on at least a quarterly basis.

The **PTA** offers numerous avenues for parent involvement which range from a few hours a year to daily participation in classrooms and programs. Parents are invited to serve in chairing capacities such as: Yearbook, Jog-A-Thon, "Fitness Fridays," Reflections, Newsletter, Red Ribbon Week, Reading Program ("Reading is the Goal"), Book Fairs, Staff Appreciation, Hospitality, School Carnival, Assemblies, and Classroom Volunteers. This year a brand new and exciting program is offered by the PTA, a school wide play, which has involved many parents and hundreds of volunteer hours. The PTA newsletter is a monthly communiqué which provides our community with information about PTA sponsored events and programs and includes an article from the Principal

regarding curriculum, instruction, parenting issues or new state mandates.

The PTA and school jointly host Kindergarten and New Parent Teas and a *Volunteer Fair* at the beginning of school year to familiarize parents with ways to get involved and help support their child's education. Sign up sheets also go home at the beginning of the year with a description of each committee and volunteer position, providing parents another way to participate in school activities. Volunteers are asked to sign in at the school office and to wear ID badges while on campus. Orientations for the Library, Computer Lab, Workroom, and Classroom Volunteers are scheduled each September. Every day parents join in the learning process at Sierra Vista by assisting teachers with small group instruction, tutoring, materials preparation, and supervising student activities. Throughout the year, parents and community members interested in volunteering may call the school office and will be provided the information they need to contact the individuals in charge of school programs, including PTA.

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	76
Grade 1	66
Grade 2	65
Grade 3	87
Grade 4	55
Grade 5	66
Grade 6	86
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	501

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	2.20 %
American Indian or Alaska Native	0.20 %
Asian	8.78 %
Filipino	0.60 %
Hispanic or Latino	21.76 %
Pacific Islander	1.20 %
White (not Hispanic)	56.29 %
Multiple or No Response	8.98 %
Socioeconomically Disadvantaged	16.00 %

English Learners	8.00 %
Students with Disabilities	6.00 %

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+
K	30.0		2		31.0		2		25.3	1	2	
1	19.0	4			18.0	3			19.0	3		
2	19.3	3			19.8	4			18.7	3		
3	28.5		2		33.0		1	1	28.8		4	
4	34.0			2	31.5		2		35.0			1
5	34.5			2	33.5			2	34.0			1
6	31.0		2		32.0		2		33.5			2
K-3	20.0	1			20.0	1			18.0	1		
3-4	30.0		1									
4-8					30.0		1		35.5			2
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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

Special care is taken to ensure student safety at all times. Each year, members of the School's Safety and Emergency Preparedness committee review and update a comprehensive Safe School's Action Plan. This comprehensive safety plan consists of three components: 1) All students and staff members are provided a safe teaching and learning environment, 2) All students are safe and secure while at school and are aware of safety issues regarding arrival and departure, and 3) District programs and community resources are available to students and parents.

Monthly fire drills are conducted as well as quarterly earthquake/disaster drills. Additionally, to prepare students and staff for unusual emergency occurrences, a lockdown drill is held at least twice annually. The drills help to increase everyone's readiness for handling emergency situations. CPR and first aid training are provided through district coordination, further equipping staff. Safety is the combined responsibility of students, staff, parents, district personnel, and local agencies. Safety concerns have been minimized due to this collaboration; questions regarding potential safety issues are identified before becoming a concern. The surrounding community can report concerns directly to the school office during the day. Furthermore, a twenty-four hour emergency phone number is posted on the school windows and published in the newsletter to report safety issues beyond school hours.

Other activities that promote school safety include: Safety assemblies, bullying prevention assemblies by our district's counselor and CWA coordinator, and student and buddy procedures. Additionally, school personnel and parent volunteers supervise the parking lot, playground and campus areas before and after school, as well as during recess and lunch.

In order to maintain assurances that school is a safe environment, an Emergency Disaster Plan has been developed in cooperation

with teaching and classified staff, local community members, parents, and the local police and fire departments and is a part of the site's Safe Schools Plan. This comprehensive plan includes clearly written and communicated procedures for fire drills, earthquake drills, intruder lockdown drills, major disaster with injuries, and a map of evacuation. Every staff member is trained and assigned to a team to perform duties in the event of a real disaster. A supply of medical materials, water and food are stored in sea containers on site. Once a month, students and staff participate in a drill to practice procedures and safety techniques. During the fall of 2008, the plan was revised and updated. Additionally, an inventory was completed of emergency supplies. Through generous donations from PTA, outdated or expired supplies are replaced.

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	1.8	2.2	1.4	6.6	7.0	6.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

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.

The school meets most or all standards of good repair. The deficiencies noted are not significant an impact a very small area of the school. Sierra Vista was modernized in 2004/2005

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.

DATE OF INSPECTION: 10/20/09

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs		X			Possible roof leaks – work order submitted and planned
External: Playground/School Grounds, Windows/		X			Raised concrete – work order submitted

Doors/Gates/Fences					and planned
Overall Rating	Exemplary				

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	20	21	22	1108
Without Full Credential	0	1	0	20
Teaching Outside Subject Area of Competence	0	0	0	N/A

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.

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	0.0
All Schools in District	98.5	1.5

High-Poverty Schools in District	98.4	1.6
Low-Poverty Schools in District	98.2	1.8

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)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		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	100% of students have standards-aligned, State adopted textbooks and instructional materials in Reading and Language Arts.	0%
Mathematics	100% of students have standards-aligned, State adopted textbooks and instructional materials in Mathematics	0%
Science	100% of students have standards-aligned, State adopted textbooks and instructional materials in Science	0%
History-Social Science	100% of students have standards-aligned, State adopted textbooks and instructional materials in History-Social Science	0%
Foreign Language	100% of students have standards-aligned, State adopted textbooks and instructional materials in Foreign Language	0%

Health	100% of students have standards-aligned, State adopted textbooks and instructional materials in Health	0%
Visual and Performing Arts	100% of students have standards-aligned, State adopted textbooks and instructional materials in Visual and Performing Arts.	0%
Science Laboratory Equipment (grades 9-12)	100% of students have access to hands-on, standards-aligned equipment for science.	0%

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.

Preservice Days in 06/07 = 5 days at 7.0 hours per day

Preservice Days in 07/08 = 5 days at 7.0 hours per day

Preservice Days in 08/09 = 4 days at 7.0 hours per day

In the above years, schools were either on the weekly early release/late start (PLC's) or the (8) district staff development days.

Minimum days are separate.

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	LEA Provided	LEA Provided	LEA Provided	LEA Provided
District	N/A	N/A	LEA Provided	\$75,642
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

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.

Narrative LEA Provided

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	\$40,656	\$42,065
Mid-Range Teacher Salary	\$75,374	\$67,109
Highest Teacher Salary	\$94,560	\$86,293
Average Principal Salary (Elementary)	\$113,855	\$107,115
Average Principal Salary (Middle)	\$121,274	\$112,279
Average Principal Salary (High)	\$135,080	\$122,532
Superintendent Salary	\$241,068	\$216,356
Percent of Budget for Teacher Salaries	42.50 %	39.40 %
Percent of Budget for Administrative Salaries	4.80 %	5.50 %

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	69	71	72	60	62	65	43	46	50
Mathematics	81	81	83	60	62	65	40	43	46
Science	75	85	72	56	63	65	38	46	50
History-Social Science	0	0	0	50	52	58	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	58	50	*	
American Indian or Alaska Native				
Asian	84	96	82	
Filipino	*	*		
Hispanic or Latino	59	63	53	
Pacific Islander	*	*		
White (not Hispanic)	76	91	84	
Male	69	86	82	
Female	76	81	65	
Economically Disadvantaged	53	58	29	
English Learners	53	58	*	
Students with Disabilities	62	76	*	
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	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	84.8	69.7	47.0
7			

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 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 Rank	2006	2007	2008
Statewide	9	9	9
Similar Schools	9	9	8

"N/A"

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	0	-1	11	898

African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-17	-6	12	836
Pacific Islander				
White (not Hispanic)	14	-2	14	920
Socioeconomically Disadvantaged	-6	12	-9	810
English Learners				
Students with Disabilities				

"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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

"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		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	9.1

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.

Preservice Days in 06/07 = 5 days at 7.0 hours per day

Preservice Days in 07/08 = 5 days at 7.0 hours per day

Preservice Days in 08/09 = 4 days at 7.0 hours per day

In the above years, schools were either on the weekly early release/late start (PLC's) or the (8) district staff development days.

Minimum days are separate.

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 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