

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

Valadez Middle School Academy
161 East La Jolla Street
Placentia, CA 92870
(714) 986-7440

School Overview

Grades: 6-8
Enrollment: 680
School Mascot: Eagles

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 2010-11)

This section provides the schools contact information.

School		District	
School Name	Valadez Middle School Academy	District Name	Placentia-Yorba Linda Unified
Street	161 East La Jolla St.	Phone Number	714-996-2550
City, State, Zip	Placentia , CA 92870-7112	Web Site	www.pylusd.org
Phone Number	714-986-7440	Superintendent	Dennis Smith
Principal	Minerva Gandara-Boggs	E-mail Address	dsmith@pylusd.org
E-mail Address	mgandara@pylusd.org	CDS Code	30- 66647- 0116525

School Description and Mission Statement (School Year 2009-10)

Gualberto J. Valadez Middle School Academy is home to the Valadez Eagles where students "Soar for Success." Our school opened its doors on September 2, 2008 with 459 sixth- and seventh-grade students. Eighth graders joined the Valadez community in the 2009-2010 school year. We welcome students, staff and visitors with an impressive central courtyard that is surrounded by five two-story academic buildings wired for the latest interactive technology. School features include 22 classrooms, 4 science labs, 2 computer labs, student locker rooms, visual and performing arts classrooms, a media/library center, a multipurpose room and an administrative center.

Valadez Middle School Academy is named after the beloved educator Gualberto J. Valadez who taught in our district from 1939 until 1983. Mr. Valadez inspired countless students with his endless dedication and passion. He taught students how to overcome obstacles and strive for excellence. Valadez's mascot is the eagle, because like the eagle, Mr. Valadez's winning spirit and keen vision led students to "Soar for Success."

Valadez's vision is to create a nationally recognized academic community focused on rigorous instruction that instills in all students the skills to succeed as life-long learners and responsible citizens who are committed to improving themselves, their community, the country, and the world.

Our Shared School Core Values are:

- RESPECT - showing consideration and appreciation for ourselves, others, and the environment
- RESPONSIBILITY- being accountable for our actions
- RESILIENCY – persistent effort with integrity

Our School Mission is:

Success is our only option and P.R.I.D.E. (Personal Responsibility in Daily Effort) is the path we take.

At Valadez, we believe that academic achievement is possible when students feel positively supported by the school community and are able to make strong relationships that foster success. Our teachers and staff, continue to volunteer their time for students to participate in an array of activities; such as: Anime Club, Cross Country Team, Ballet Folklorico Dance, Mariachi Group, Bridges, Tech Club, Newspaper Club, Scrapping and Writing Club, Hip Hop, and many more.

Opportunities for Parental Involvement (School Year 2009-10)

Valadez Middle School Academy acknowledges the importance of establishing a strong relationship between parents, school staff and the neighboring community. Parent involvement is essential in building strong educational bonds. Our school established our Parent Teacher Association (PTA), our School Site Council (SSC) and our English Language Advisory Committee (ELAC) last year. Within these advisory committees the parent involvement policy and school-parent compact are reviewed and updated annually. We offer presentations for our parents, including partnerships with local businesses such as UCI, Kaiser Permanente, USC, and child Guidance. Topics for presentations may include Adolescent Development, Raising a College Bound Child, and Navigating the Path to University acceptance.

Communication with parents is also very vital for student achievement, so we make it a priority to keep parents informed. Administration communicates public service announcements, attendance, and other informational items through the Electronic Phone Communication System.. Communication is provided in both English and Spanish. Staff uses the on-line Aeries system to keep parents informed of student progress. Parents can also access the Valadez website for

important information. Parent nights are offered to guide parents with how the Aeries program works; additionally, two computers are set aside for our parents to access Aeries in the school office. The student school planners/agendas act as another method of academic communication between the teachers, students and parents.

Our teachers and staff coordinate efforts to encourage parents to attend Back-to-School Night, Open House, and Parent-Teacher conferences. Informational meetings for parents whose children are enrolled in special programs such as AVID, ELD and Title One are provided annually. The purpose of these meetings is to discuss the goals and objectives of the school programs. These meetings also work as a venue to gain public opinion. Parents completed a questionnaire in which the parents recommended different parent night topics and events. After reviewing their requests, we now offer a very well attended College Night and an Informational Night focusing on the Adolescent Child. We continue to add on more parent nights to our calendar such as the Project Inspire Parent series. We provide our incoming sixth grade parents with an Orientation Night in the spring. Through PTA, parents support the school library by working at the Scholastic book fair and by helping with the RIF book distribution. Parents also volunteer to assist teachers with classroom support and other parents volunteer in the office and library.

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	School opened in the 2008-09 school year				21.8	15	20	3	24.20	5	27	2
Mathematics					28.3	2	11	3	29.96	0	19	2
Science					27.8	4	9	2	28.27	0	20	2
Social Science					28.7	2	10	2	28.52	1	16	0

**The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

III. School Climate

School Safety Plan (School Year 2009-10)

The principal concern of the Valadez educational community is to ensure that all students and staff members are provided with a safe, clean, and secure school environment and to provide an organizational structure that creates a consistent, safe, proactive, and positive climate on our school campus. The school safety plan is updated and reviewed with staff annually.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School	District
------	--------	----------

	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions		35.3	21.0	7.0	6.5	.06
Expulsions		0.0	.01	0.1	0.1	.0012

**The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

The school facility is brand new, built in 2008, and in excellent condition as are the grounds and landscaping. The school campus is clean and well maintained.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
Interior: Interior Surfaces	n/a	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	X			
Electrical: Electrical	n/a	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	X			
Safety: Fire Safety, Hazardous Materials	n/a	X			
Structural: Structural Damage, Roofs	n/a	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X			
Overall Rating	X				n/a

Date of Inspection: September 22, 2010

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
	2007-08	2008-09	2009-10	2009-10
With Full Credential		22	25	1095
Without Full Credential		0	0	2
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	2	27

**The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

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

**The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor.

One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	680
Library Media Teacher (Librarian)		N/A
Psychologist	.05	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.05	N/A
Resource Specialist (non-teaching)		N/A
Other	0.5	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, 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 % LEA Provided	0% Who Lack Their own Books and Materials
Mathematics	100 % LEA Provided	0% Who Lack Their own Books and Materials
Science	100 % LEA Provided	0% Who Lack Their own Books and Materials
History-Social Science	100 % LEA Provided	0% Who Lack Their own Books and Materials
Foreign Language	100 % LEA Provided	0% Who Lack Their own Books and Materials
Health	100 % LEA Provided	0% Who Lack Their own Books and Materials
Visual and Performing Arts	100 % LEA Provided	0% Who Lack Their own Books and Materials
Science Laboratory Equipment (grades 9-12)	100 % LEA Provided	0% Who Lack Their own Books and Materials

Board Approved: September 14, 2010

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page 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	\$8,510.35	\$ 2,579.41	\$5,930.41	LEA Provided
District	N/A	N/A	LEA Provided	\$76,336
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$5,681	\$68,179
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

Types of Services Funded (Fiscal Year 2009-10)

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

Title I was passed into law in 1965 as part of President Lyndon Johnson's *War on Poverty*. The purpose is to ensure that all students have the background they need in order to learn. This includes a focus on core curriculum, remediation, and enrichment. The funds must supplement the funding that the school receives from the state, and provide services and materials that are in addition to what non-Title I schools receive.

The Title I funding comes to the school based on free/reduced lunch participation rates. Schools that have a participation rate greater than the district average are eligible. Once the funding gets to the schools, services are provided to students who need the services.

Title I usually brings other funding sources along with it. Title III funding is federal funding so that students whose primary language is not English can learn English as rapidly as possible.

Many services are offered to students needing educational support at Valadez Middle School Academy. Such programs include: Comprehensive Accelerated Reading Education (CARE), Voyager Intervention Period (VIP), English Language Development (ELD), Student Mentoring, Advancement Via Independent Determination (AVID), double period for Math intervention, smaller class sizes in Language Arts classes, before and after school student tutoring in Mathematics and Language Arts, SOAR period and other enrichment programs.

Our VIP classes are designed to provide students with an extra period of Reading Comprehension intervention. Students in sixth, seventh and eighth grade will benefit from this course.

Our CARE program is offered to all students needing intensive reading intervention. Students are blocked for a two period class and use the *Language!* curriculum as the primary vehicle of instruction. Students are placed in CARE classes based on academic need, individual assessments, CST scores and teacher recommendation.

Our ELD students receive instruction in block-scheduled classes for reading and receive additional instructional assistance in writing, grammar and conversation through courses that have been aligned with the district's ELD scope and sequence. ELD teachers continue to receive professional development in educational strategies that benefit our English Learners.

For students who need extra support in Mathematics, a double period of math instruction is offered. Students are placed into this class based on CST scores and department evaluations.

Students receive personalized mentoring by our school staff. Students are monitored and meet with their academic mentors through out the school year. Much of this mentorship occurs during the 'SOAR' zero period. Every staff member has a "homeroom" class to mentor.

Our AVID seventh grade and eighth grade elective course supports students in strengthening their academic skills and leadership abilities to successfully prepare them for the college preparatory classes required by the A-G requirement for University eligibility immediately following graduation from high school. College tutors are present in the AVID classes providing academic tutorial sessions for all academic areas taught, mentorship, and career guidance for the AVID students.

Students have the opportunity of attending before school and after school tutoring in mathematics and reading comprehension. Teachers target an increase in mathematical reasoning through the use of the Mind Institute and an increase in reading comprehension and fluency rates through the use of Reading Plus. Additionally, all students have the opportunity to participate in activities designed to enhance academic and personal achievement. Students choose to participate in a variety of after school clubs. Such clubs include the Science club, Critical Thinking Club, Newspaper club, Ballet Folklórico, Goals, Art Club, Hip Hop Dance and Intramural sport activities.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,656	\$42,377
Mid-Range Teacher Salary	\$75,374	\$67,667
Highest Teacher Salary	\$94,560	\$87,102
Average Principal Salary (Elementary)	\$112,689	\$108,894
Average Principal Salary (Middle)	\$118,770	\$113,713
Average Principal Salary (High)	\$136,788	\$124,531
Superintendent Salary	\$241,680	\$223,323
Percent of Budget for Teacher Salaries	43.80 %	40.20 %
Percent of Budget for Administrative Salaries	4.60 %	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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts		34	38		65	67		50	52
Mathematics		27	37		65	67		46	48
Science		0	50		65	70		50	54
History-Social Science		0	37		58	62		41	44

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 2009-10)

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	50	19	*	*
American Indian or Alaska Native				
Asian	67	60	*	*
Filipino	*	*	*	*
Hispanic or Latino	35	35	45	32
Pacific Islander	*	*		
White (not Hispanic)	74	59	73	55
Male	34	36	55	42
Female	43	37	46	31

Economically Disadvantaged	35	36	47	33
English Learners	7	14	6	3
Students with Disabilities	27	20	*	17
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 2009-10) – Notice of Delay from the CA Dept. of Education

The California Physical Fitness Test is administered to students in grades five, seven, and nine only.

The purpose of this e-mail is to inform you that the 2009–10 Physical Fitness Test (PFT) results will not be released to local educational agencies (school districts). The PFT contractor, the San Joaquin County Office of Education (SJCOE), is still working to correct errors in the data submitted and to complete the processing of the reports.

We are aware that the 2009–10 PFT data will not be available to you as you prepare your School Accountability Report Cards (SARCs) for upcoming dissemination. Submit your SARC without the 2009–10 PFT data noting in the PFT section, “the PFT data are not available at the time of posting.”

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 are 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	2007	2008	2009
Statewide			3
Similar Schools			5

"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
	2007-08	2008-09	2009-10	2010
All Students at the School	N/A	B	20	720
African American	N/A			
American Indian or Alaska Native	N/A			
Asian	N/A			
Filipino	N/A			
Hispanic or Latino	N/A		19	691
Pacific Islander	N/A			
White (not Hispanic)	N/A			
Socioeconomically Disadvantaged	N/A		22	688
English Learners	N/A		0	670
Students with Disabilities	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 2009-10)

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

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

"Yes"

Met 2010 AYP Criteria

"No"

Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2010-11)

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

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	11.8

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
 Preservice Days in 07/08 = 5 days
 Preservice Days in 08/09 = 4 days
 Preservice Days in 09/10 = 2 days

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 2009, Grade 4	210	220	30	18	5
Reading 2009, Grade 8	253	262	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 2009, Grade 4	73	95	71	84
Reading 2009 Grade 8	81	95	72	84
Mathematics 2009, Grade 4	81	95	72	83
Mathematics 2009, Grade 8	85	96	78	92