

# Executive Summary School Accountability Report Card, 2010–11

## For Alamo Elementary

**Address:** 500 South Orchard Ave., Vacaville, CA, 95688-4334 **Phone:** (707) 453-6200

**Principal:** Kimberly Forrest, Principal

**Grade Span:** K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

Alamo provides an enriched learning environment for all students in kindergarten through the sixth grade. We take pride in strong academics, personal character, and leadership development of all students. We provide a safe environment in which all students are given skills, opportunity, and encouragement to prepare for a thriving future. Alamo students like attending school because engaging teachers cultivate curious minds and encourage each student to reach his/her potential. We value our staff, our parents and our students as members of this vibrant community.

Alamo School is visually appealing, both outside and inside our classrooms. We take pride and show care in everything we do for our students because we want them to know that we take the investment in their education very seriously. Our school is sought after by the community at large. We continually strive to implement strategies and programs to improve student learning.

## Student Enrollment

Group	Enrollment
<b>Number of students</b>	574
<b>Black or African American</b>	4.4%
<b>American Indian or Alaska Native</b>	0.0%
<b>Asian</b>	2.3%

<b>Filipino</b>	0.7%
<b>Hispanic or Latino</b>	25.3%
<b>Native Hawaiian or Pacific Islander</b>	1.0%
<b>White</b>	63.2%
<b>Two or More Races</b>	3.1%
<b>Socioeconomically Disadvantaged</b>	39.4%
<b>English Learners</b>	9.1%
<b>Students with Disabilities</b>	9.2%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
<b>Teachers with full credential</b>	21
<b>Teachers without full credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	0
<b>Misassignments of Teachers of English Learners</b>	0
<b>Total Teacher Misassignments</b>	0

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on STAR* Program Results</b>
<b>English-Language Arts</b>	61%

<b>Mathematics</b>	71%
<b>Science</b>	69%
<b>History-Social Science</b>	0%

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

<b>Indicator</b>	<b>Result</b>
<b>2011 Growth API Score (from 2011 Growth API Report)</b>	845
<b>Statewide Rank (from 2010 Base API Report)</b>	8
<b>Met All 2011 AYP Requirements</b>	no
<b>Number of AYP Criteria Met Out of the Total Number of Criteria Possible</b>	Met 12 of 17
<b>2011–12 Program Improvement Status (PI Year)</b>	N/A

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### *Summary of Most Recent Site Inspection*

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA, 95688 and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA 95687.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### *Repairs Needed*

No repairs are needed.

### *Corrective Actions Taken or Planned*

No corrective taken or planned. See above.

## Curriculum and Instructional Materials

<b>Core Curriculum Area</b>	<b>Pupils Who Lack Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	0%
<b>Mathematics</b>	0%
<b>Science</b>	0%
<b>History-Social Science</b>	0%

## School Finances

<b>Level</b>	<b>Expenditures Per Pupil (Unrestricted Sources Only)</b>
<b>School Site</b>	\$3,807.88
<b>District</b>	\$906.00
<b>State</b>	\$5,455

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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

### *Ed-Data Partnership Web Site*

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### *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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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 2011–12)*

<b>School</b>		<b>District</b>	
<b>School Name</b>	Alamo Elementary	<b>District Name</b>	Vacaville Unified
<b>Street</b>	500 South Orchard Ave.	<b>Phone Number</b>	(707) 453-6117
<b>City, State, Zip</b>	Vacaville, CA, 95688-4334	<b>Web Site</b>	www.vacavilleusd.org
<b>Phone Number</b>	(707) 453-6200	<b>Superintendent</b>	John Niederkorn
<b>Principal</b>	Kimberly Forrest, Principal	<b>E-mail Address</b>	jniederkorn@vacavilleusd.org
<b>E-mail Address</b>	kimberlyf@vacavilleusd.org	<b>CDS Code</b>	48705736051288

### ***School Description and Mission Statement (School Year 2010–11)***

Our mission is to prepare Alamo students to graduate from high school and be compassionate, thinking, creative, and responsible citizens of a global society in the 21st century. We support the district’s Strategic Plan: Making a Difference for the Students of Vacaville. The philosophy supporting Alamo’s total educational program consists of seven principles:

- ♥ The image of Alamo School begins with us!
- ♥ A strong instructional program
- ♥ Positive, nurturing discipline
- ♥ Safe, clean, attractive environment
- ♥ Working together as a TEAM—students, parents, staff, community
- ♥ Caring + Sharing + Learning
- ♥ Be Safe! Be Respectful! Be Responsible! Be a PeaceBuilder!

### ***Opportunities for Parental Involvement (School Year 2010–11)***

Alamo School is fortunate to have an abundance of parental involvement. The partnership that has been developed between school and home is evident everywhere at Alamo. The Parent Teacher Association board meets monthly to discuss and plan for family involvement activities, school improvement projects, and fundraisers. Due in large part to the efforts of PTA fundraisers and our annual PTA Fix-It Day, the school is beautifully maintained and landscaped. Classroom volunteers are welcomed and relied upon to help teachers with many activities and learning opportunities. The PTA-sponsored events and fundraisers include the Annual Fall Harvest Festival, Ice Cream Social, book drives, book fairs, family nights, Tasty Tuesdays, SCRIP, assemblies, field trips, Triathlon, Valentine Balloons, fall fundraiser, and the Spring Soiree. For contact information, please visit the school website at <http://alamo.schoolloop.com/>.

### ***Student Enrollment by Grade Level (School Year 2010–11)***

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	68

<b>Grade 1</b>	71
<b>Grade 2</b>	80
<b>Grade 3</b>	91
<b>Grade 4</b>	87
<b>Grade 5</b>	85
<b>Grade 6</b>	92
<b>Total Enrollment</b>	574

*Student Enrollment by Subgroup (School Year 2010–11)*

<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	4.4%
<b>American Indian or Alaska Native</b>	0.0%
<b>Asian</b>	2.3%
<b>Filipino</b>	0.7%
<b>Hispanic or Latino</b>	25.3%
<b>Native Hawaiian or Pacific Islander</b>	1.0%
<b>White</b>	63.2%
<b>Two or More Races</b>	3.1%
<b>Socioeconomically Disadvantaged</b>	39.4%
<b>English Learners</b>	9.1%

**Students with Disabilities**

9.2%

***Average Class Size and Class Size Distribution (Elementary)***

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	20.0	4			22.3		3		27.5	0	2	0
<b>1</b>	20.0	4			20.3		4		28.0	0	3	0
<b>2</b>	19.0	4			20.5		4		26.7	0	3	0
<b>3</b>	20.0	4			21.4		4		30.3	0	3	0
<b>4</b>	25.0		3		26.3		3		23.0	1	3	0
<b>5</b>	31.3		3		27.3		3		27.3	0	3	0
<b>6</b>	30.7		3		33.3			3	30.0	0	3	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**III. School Climate*****School Safety Plan (School Year 2010–11)***

Alamo has an active School Safety Committee that successfully implements and continually updates the Safe School Plan.

During the 2010-2011 school year, these objectives were accomplished:

- Continued the use of check in and checkout system for school visitors.
- Analyzed and reinforced safe arrival and departure procedures for students, staff, and community
- Monitored traffic and directed pick-up procedures at dismissal time to allow for student safety
- Updated and reviewed our school's Crisis Intervention Plan
- Conducted monthly Peace Coach meetings to review recess safety
- Introduced the "7 Habits" principles to school culture

### *Suspensions and Expulsions*

<b>Rate*</b>	<b>School 2008-09</b>	<b>School 2009-10</b>	<b>School 2010-11</b>	<b>District 2008-09</b>	<b>District 2009-10</b>	<b>District 2010-11</b>
<b>Suspensions</b>	0.3	1.5	0.2	12.9	14.2	15.0
<b>Expulsions</b>	0.0	0.0	0.0	0.3	0.2	0.4

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## **IV. School Facilities**

### *School Facility Conditions and Planned Improvements (School Year 2011-12)*

#### **Age of School Buildings**

Alamo Elementary School has 17 permanent and 10 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was originally built in 1955 and 1963. Wing G addition was added in 2001. Three portable classrooms were added in 1996 for Class Size Reduction. Portable classrooms have been added over the years to accommodate growth.

#### **Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### **Cleaning Process and Schedule**

The district follows cleaning standards for all schools in the district. A summary of these standards is available at the Maintenance Department at 353 Brown Street, Vacaville, CA. The Custodial Supervisor works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### **Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010/11 school year, the District exercised the option provided by the State to use all funding earmarked for Deferred Maintenance to meet General Fund obligations. The District still has an established Deferred Maintenance Fund but this fund is reserved to address emergency repairs.

#### **Deferred Maintenance Projects (if applicable)**

No Deferred Maintenance Projects were completed during this year.

The district's complete deferred maintenance plan is available at the district office at 401 Nut Tree Road, and at the Maintenance Department Office at 353 Brown Street..

**Modernization Projects (if applicable)**

In 2001/02, local bond funds from Measure V and state matching funds were used to provide substantial renovation on the school. Work was completed in 2003. The completed work included: Install new heating, air conditioning and ventilation system; upgrade the electrical service capacity and install additional electrical outlets in classrooms; provide energy-efficient lighting; renovate classroom interiors including walls, floors, ceiling tiles; upgrade door handles to improve student and teacher safety and for disabled accessibility; install running water and sinks in portable classrooms; add new classroom wing; upgrade teachers' workroom; replace lunch tables in multi-purpose room; complete data network wiring as needed; install new telephone system in classrooms for security.

In 2007/08, a project to install new accessible surfacing under the playground equipment was completed.

**New School Construction Projects (if applicable)**

As part of the Measure V local bond program, Wing G was added to the school. This included 3,840 square feet of new classrooms, pull-out rooms, offices and meeting rooms, student restrooms and custodial room.

*School Facility Good Repair Status (School Year 2011–12)*

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

**Overall Rating** X

Note: Cells shaded in black do not require data.

## V. Teachers

### *Teacher Credentials*

<b>Teachers</b>	<b>School 2008–09</b>	<b>School 2009–10</b>	<b>School 2010–11</b>	<b>District 2010–11</b>
<b>With Full Credential</b>	30	LEA Provided	21	487
<b>Without Full Credential</b>	0	0	0	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### *Teacher Misassignments and Vacant Teacher Positions*

<b>Indicator</b>	<b>2009–10</b>	<b>2010–11</b>	<b>2011–12</b>
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

### *Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)*

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject

area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
<b>This School</b>	100.00%	0.00%
<b>All Schools in District</b>	87.22%	12.78%
<b>High-Poverty Schools in District</b>	90.41%	9.59%
<b>Low-Poverty Schools in District</b>	85.74%	14.26%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### *Academic Counselors and Other Support Staff (School Year 2010–11)*

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	N/A	
<b>Counselor (Social/Behavioral or Career Development)</b>	N/A	
<b>Library Media Teacher (librarian)</b>	0	
<b>Library Media Services Staff (paraprofessional)</b>	0.5	574
<b>Psychologist</b>	0.4	574

<b>Social Worker</b>	N/A	
<b>Nurse</b>	0.34	574
<b>Speech/Language/Hearing Specialist</b>	0.8	574
<b>Resource Specialist (non-teaching)</b>	N/A	
<b>Other</b>	N/A	

Note: Cells shaded in black do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### *Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)*

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** 7/11

<b>Core Curriculum Area</b>	<b>Textbooks and instructional materials/year of adoption</b>	<b>From most recent adoption?</b>	<b>Percent students lacking own assigned copy</b>
<b>Reading/Language Arts</b>	MacMillan McGraw-Hill CA Treasures/2011	Yes	0%
<b>Mathematics</b>	Scott Foresman enVision Math (CA edition)/2008	Yes	0%
<b>Science</b>	MacMillan McGraw-Hill California Science/2008	Yes	0%
<b>History-Social Science</b>	Houghton Mifflin History/Social Science (gr. K-5)/2007	Yes	0%
	Glencoe Ancient Civilizations CA Edition (gr. 6)/2006		

## VIII. School Finances

### *Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)*

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,541.01	\$733.13	\$3,807.88	\$79,316
District			\$906.00	\$61,644
Percent Difference – School Site and District			61.6%	12.5%
State			\$5,455	\$67,667
Percent Difference – School Site and State			17.8%	7.9%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### *Types of Services Funded (Fiscal Year 2010–11)*

#### **ALAMO ELEMENTARY SCHOOL 2010/11**

Total unrestricted expenditures	\$2,185,723.26	
Instructional		\$1,712,652.13
Supervision of Instruction		\$949.40
School Administration		\$260,006.15
Pupil Services		\$-

Health Services		\$2,019.94
Maintenance/Operations		\$184,683.93
Lottery		\$25,414.71
Total restricted expenditures	\$420,817.04	
Child Nutrition		\$94,182.31
Ed Jobs Funds		\$4,803.23
Special Ed		\$315,003.11
EIA		\$6,828.39
CBED's October 2010	574	
Total expenditures:	\$2,186,456.39	

***Teacher and Administrative Salaries (Fiscal Year 2009–10)***

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$35,980	\$41,035
<b>Mid-Range Teacher Salary</b>	\$57,757	\$65,412
<b>Highest Teacher Salary</b>	\$81,324	\$84,837
<b>Average Principal Salary (Elementary)</b>	\$96,731	\$106,217
<b>Average Principal Salary (Middle)</b>	\$103,647	\$111,763
<b>Average Principal Salary (High)</b>	\$106,485	\$121,538
<b>Superintendent Salary</b>	\$194,117	\$197,275
<b>Percent of Budget for Teacher Salaries</b>	42.00%	39.00%
<b>Percent of Budget for Administrative Salaries</b>	6.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## **IX. Student Performance**

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**

Subject	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
<b>English-Language Arts</b>	66%	69%	61%	53%	54%	54%	49%	52%	54%
<b>Mathematics</b>	72%	72%	71%	44%	45%	47%	46%	48%	50%
<b>Science</b>	63%	66%	69%	51%	52%	53%	50%	54%	57%

**History-Social Science**      0%      0%      0%      43%      45%      48%      41%      44%      48%

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
<b>All Students in the LEA</b>	54%	47%	53%	48%
<b>All Students at the School</b>	61%	71%	69%	0%
<b>Male</b>	55%	70%	73%	0%
<b>Female</b>	68%	71%	65%	0%
<b>Black or African American</b>	52%	61%	0%	0%
<b>American Indian or Alaska Native</b>	0%	0%	0%	0%
<b>Asian</b>	73%	91%	0%	0%
<b>Filipino</b>	0%	0%	0%	0%
<b>Hispanic or Latino</b>	41%	59%	43%	0%
<b>Native Hawaiian or Pacific Islander</b>	0%	0%	0%	0%
<b>White</b>	70%	75%	75%	0%
<b>Two or More Races</b>	55%	45%	0%	0%
<b>Socioeconomically Disadvantaged</b>	50%	57%	59%	0%

<b>English Learners</b>	18%	48%	0%	0%
<b>Students with Disabilities</b>	33%	41%	0%	0%
<b>Students Receiving Migrant Education Services</b>	0%	0%	0%	0%

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.**

### ***California Physical Fitness Test Results (School Year 2010–11)***

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

#### **Percent of Students Meeting Fitness Standards**

<b>Grade Level</b>	<b>Four of Six Standards</b>	<b>Five of Six Standards</b>	<b>Six of Six Standards</b>
<b>5</b>	20.20%	21.30%	22.50%
<b>7</b>	0.00%	0.00%	0.00%
<b>9</b>	0.00%	0.00%	0.00%

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.

## **X. Accountability**

### ***Academic Performance Index***

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *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.

<b>API Rank</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Statewide</b>	9	8	8
<b>Similar Schools</b>	8	6	7

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

<b>Group</b>	<b>Actual API Change 2008–09</b>	<b>Actual API Change 2009–10</b>	<b>Actual API Change 2010–11</b>
<b>All Students at the School</b>	-5	17	-19
<b>Black or African American</b>	-	-	-
<b>American Indian or Alaska Native</b>	-	-	-
<b>Asian</b>	-	-	-
<b>Filipino</b>	-	-	-
<b>Hispanic or Latino</b>	-11	13	-23
<b>Native Hawaiian or Pacific Islander</b>	-	-	-
<b>White</b>	-2	16	-14
<b>Two or More Races</b>	N/D	-	-
<b>Socioeconomically Disadvantaged</b>	-14	17	-12

<b>English Learners</b>	-	-	-
<b>Students with Disabilities</b>	-	-	-

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Academic Performance Index Growth by Student Group – 2011 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
<b>All Students at the School</b>	413	845	9,102	778	4,683,676	778
<b>Black or African American</b>	20	789	782	714	317,856	696
<b>American Indian or Alaska Native</b>	0	-	88	701	33,774	733
<b>Asian</b>	11	874	257	855	398,869	898
<b>Filipino</b>	2	-	284	839	123,245	859
<b>Hispanic or Latino</b>	102	776	2,681	710	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	4	-	102	786	26,953	764
<b>White</b>	264	876	4,702	819	1,258,831	845
<b>Two or More Races</b>	8	-	145	781	76,766	836
<b>Socioeconomically Disadvantaged</b>	164	777	3,694	708	2,731,843	726

<b>English Learners</b>	37	710	1,355	654	1,521,844	707
<b>Students with Disabilities</b>	45	633	1,014	568	521,815	595

### *Adequate Yearly Progress*

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### *Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)*

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

### *Federal Intervention Program (School Year 2011–12)*

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. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>	N/A	2004-2005
<b>Year in Program Improvement</b>	N/A	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	4
<b>Percent of Schools Currently in Program Improvement</b>	N/A	22.2%

Note: Cells shaded in black do not require data.

## **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.

Vacaville Unified School District (VUSD) provides professional development opportunities for educators and staff at all stages of their careers. Beginning Teacher Support and Assessment (BTSA) and Title II of the No Child Left Behind Act, SB 472 and AB 430 are the primary funding sources.

BTSA is a two-year program of induction. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about The California Standards for the Teaching Profession. BTSA is essential for new teachers in order to complete their credential. Our district is a member of the Yolo/Solano BTSA consortium which provides mentoring and support for all new teachers.

VUSD has adopted a standards-based Reading Language Arts and Mathematics series for K-6. SB 472 funds have been utilized to train many VUSD teachers in the areas of reading and mathematics. Elementary principals have received training in reading due to an AB 430 grant. Other areas of professional development include: Accelerated Reader training, technology training, English language development instruction, First Aid and CPR, family life training, substitute teacher training sessions, differentiated instruction, instructional strategies (Checking for Understanding), Explicit Direct Instruction, and training for Special Education teachers.

Many teachers serve on district CAMP committees. These collaborative groups work together to discuss best practices, identify essential standards and create effective pacing guides and assessments for student success and district-wide consistency. VUSD Staff Development opportunities are driven by a combination of State Content Standards, student achievement

data, input from BTSA and staff surveys.

All teachers participate in site-based professional development via collaborative planning time once per week. This time is utilized to discuss topics related to student achievement. Instructional assistants who work with students are invited to attend after school sessions in any subject area that applies to their job requirements. Clerical staff receives technology in-services in areas of job requirements, such as: attendance programs, library inventories, word processing and email. Professional development opportunities take place during summer, on release time, after school, evenings and weekends

Sites may use decentralized funds for professional development specific to their site as part of their single plan.

Certificated staff members meet weekly in collaborative grade level teams to focus on student achievement. The agenda for these weekly meeting focus on the four essential questions:

- What is it that our students need to learn?
- How we will we assess if they have learned the content?
- What will we do to provide extra support for those who have learned the content?
- What enrichment can we provide for those who have learned the content?

**Alamo Elementary School Accountability Report Card, 2010-2011**

Vacaville Unified

***Provided by the Ed-Data Partnership***

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