

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

Edwin Markham Elementary School

Address: 101 Markham Ave. , Vacaville CA 95688-2312

Phone: (707) 453-6230

Principal: Manolo Garcia

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 school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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

DISTRICT DESCRIPTION

The Vacaville Unified School District is located in Vacaville, California. It provides a comprehensive educational program for 13,166 students, kindergarten through twelfth grade in eighteen total schools. The district serves some 13,000 students coming from a suburban community of 91,000, as well as a significant rural area north of the city.

SCHOOL DESCRIPTION

Markham Elementary School is located at 101 Markham Avenue in Vacaville, California. It is located in central Vacaville in an economically disadvantaged area and serves 852 students. In order to meet the needs of the district's population, the school offers three different educational program options for students and parents. These include the Alternative Cooperative Education program (ACE), the regular education program (REACCCH- Raising Educational Achievement of Career and College-bound Children), and the Spanish/English Dual Immersion Program (SPICE),

The SPICE program, which began in 1992, has been in existence the longest of any dual language education program in all of Solano County serving grades K-6. In this alternative voluntary program both English and Spanish speaking children are immersed in Spanish 75% of their day at the K-2 level, 60% in grade 3, and 50% in grades 4-6. This program is offered as an opportunity for English speakers to acquire a second language while supporting Spanish speakers as they learn the curriculum and English while developing their Spanish literacy.

The ACE program, established in 1991, is the only program of its kind in the Vacaville District and the only one in the county that serves kindergarten through sixth grade. Here, students are in multi-graded classrooms where parents commit to volunteer in the classrooms. There are portfolios instead of letter grades and the curriculum is spiraled.

The REACCCH program is a traditional education program that follows District and State frameworks for its instructional scope and sequence. Students in Team REACCCH, as in the other programs, participate in school wide enrichment programs that include chorus, student council, band and the GATE (Gifted and Talented) program.

The school staff includes:

- Thirty-six classroom teachers
- Nine specialists
- One assistant principal
- One principal
- Approximately twenty-nine support staff including instructional assistants, office staff, cafeteria and custodial staff members.

The school has an enrollment of approximately 846 students enrolled in kindergarten through sixth grade; 78% of the student body qualifies for free lunch and 61% of students are classified as English Learners. The vast majority of English Learners across the district attend or attended our school and therefore, we are working hard on best practices to ensure our English Learners become proficient in English and demonstrate mastery of the California Content Standards in language arts, science, and math.

Student Enrollment

Group	Percent
African American	6.24 %
American Indian or Alaska Native	0.72 %
Asian	0.36 %
Filipino	1.08 %
Hispanic or Latino	68.59 %
Pacific Islander	0.72 %
White (not Hispanic)	19.06 %
Multiple or No Response	3.24 %
Socioeconomically Disadvantaged	78 %
English Learners	61 %
Students with Disabilities	13 %
Total Number of students	834

Teachers

Indicator	Teachers
Teachers with full credential	51
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

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's Office of Public School Construction (OPSC). The results of this survey are available at the Maintenance Department Office at 353 Brown Street, and at the Facilities Department Office at 343 Brown Street, Vacaville, CA, 95688.

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

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	36
Mathematics	49
Science	22

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,795.00
District	\$4,994.30
State	\$5,300.00

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	36
Mathematics	49
Science	22

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	722
Statewide Rank (from 2007 Base API Report)	3
2008-09 Program Improvement Status (PI Year)	In PI

2007-08 School Accountability Report Card Report (SARC)

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 at the [SARC](#) Web site. 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 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 2008-09)

This section provides the schools contact information.

School		District	
School Name	Edwin Markham Elementary	District Name	Vacaville Unified
Street	101 Markham Ave.	Phone Number	(707) 453-6117
City, State, Zip	Vacaville , CA 95688-2312	Web Site	www.vacavilleusd.org
Phone Number	(707) 453-6230	Superintendent	John Aycock
Principal	Manolo Garcia	E-mail Address	jaycock@vusd.solanocoe.k12.ca.us
E-mail Address	mgarcia@vacavilleusd.org	CDS Code	48-70573-6051296

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

Our mission at Edwin Markham Elementary School, in partnership with the community, is to build an academic and social foundation while educating, guiding, and inspiring all students to be creative, innovative, and responsible citizens who have a lifelong passion for learning, embrace cultural diversity, realize their full potential, value themselves and others, and find joy in life.

To accomplish this mission, we will provide effective standards based programs delivered by a highly qualified staff which responds to the individual, emotional, and cultural needs of all our members.

Opportunities for Parental Involvement (School Year 2007-08)

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

There are many opportunities for involvement at Markham; School Site Council (SSC), English Learner Advisory Committee (ELAC), SPICE Board, ACE Board. Parent Teacher Organization (PTO), numerous volunteer opportunities, and bilingual staff in the office that facilitate involvement in our school. School Site Council, under the direction of the principal, oversees school programs and budgets. The ELAC Committee is made up of parents of English Language Learners and serves to give input regarding programs that effect instruction for their children. The SPICE Program and ACE Program each have their own parent governing boards to support those programs. The Parent Teacher Organization gives parents an opportunity to be involved in supporting the school as a whole. Parents are invited to volunteer in classrooms, attend fieldtrips, volunteer at school-wide and program specific events, as well as offering their assistance in whatever manner is possible for their particular circumstances.

Our bilingual parent liaison, who is a paid member of the staff, is available one hour daily to help with translation and dissemination of information to Spanish-speaking parents.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	131
Grade 1	128
Grade 2	127
Grade 3	118
Grade 4	120
Grade 5	105
Grade 6	105
Total Enrollment	834

Student Enrollment by Group (School Year 2007-08)

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	6.24 %
American Indian or Alaska Native	0.72 %
Asian	0.36 %
Filipino	1.08 %
Hispanic or Latino	68.59 %
Pacific Islander	0.72 %
White (not Hispanic)	19.06 %
Multiple or No Response	3.24 %
Socioeconomically Disadvantaged	78 %
English Learners	61 %
Students with Disabilities	13 %

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	2005-06				2006-07				2007-08			
	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	19.0	8			19.2	6			20.0	7.0		
1	19.7	6			19.6	7			18.0	6.0		
2	19.1	7			19.3	7			16.7	9.0		
3	19.0	5			18.8	6			17.5	6.0		
4	30.3		2	1	28.5		2		33.0		1.0	2.0
5	31.0		1		29.7		3		33.0			2.0
6	29.7		3		28.8		3	1	31.5		2.0	
K-3	18.8	4			19.3	3			19.3	3.0		
3-4									21.0		2.0	
4-8	29.0		4		28.0		3		29.7		3.0	

III. School Climate

School Safety Plan (School Year 2007-08)

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

The School Safety Plan was revised by the Safety Plan Committee and reviewed by the Site Council and Staff to ensure a safe school environment. Parents' greatest concerns were about the implementation of a school-wide discipline system that is based upon mutual respect, consistent expectations, and positive behavior reinforcement and encouragement. The staff will be attending "Time to Teach" training at the end of the year to learn classroom management strategies and the strategy of direct instruction to teach behavior expectations. In addition, a committee will be attending Building Effective Schools Together (BEST) Training and implementing the strategies school-wide from both "Time to Teach" and BEST to create a comprehensive school-wide discipline system.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.7	1.5	4.1	16.0	16.7	17.6
Expulsions	0.0	0.0	0.0	0.2	0.4	0.1

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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.

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facilities

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's Office of Public School Construction (OPSC). The results of this survey are available at the Maintenance Department Office at 353 Brown Street, and at the Facilities Department Office at 343 Brown Street, Vacaville, CA, 95688.

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

Age of School Buildings

Markham Elementary School has 41 classrooms and program spaces, a multi-purpose room, a library and an administration building. The campus was constructed in 1962. Of the 41 classrooms, 28 are portable classrooms. They were added over the years to accommodate growth. In 1996, portable classrooms were added to Markham to accommodate Class Size Reduction. Classrooms were also added in 2003 to accommodate increased enrollment due to the closure of nearby Ulatis Elementary School.

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. No emergency facility needs exist at this school.

Cleaning Process and Schedule

The District uses cleaning standards that are described in a custodial handbook used by all custodians in the District. With recent budget restrictions, classrooms and offices are cleaned every other day. Kindergarten classrooms, all restrooms, and multi-purpose rooms, nurses' offices, gymnasiums and locker rooms are cleaned on a daily basis.

The Custodial Supervisor works daily with custodial staff to ensure that cleaning schedules that have been developed are followed in order to have a clean and safe school.

During the summer, major cleaning from "top to bottom" of every school facility is completed.

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 2007/08 school year, the district has budgeted approximately \$550,000.00 for the deferred maintenance program. This represents 1/2 percent of the district's general fund budget. In addition, the District receives a dollar-for-dollar State match, which would total approximately another \$550,000.00, for a total Deferred Maintenance Program budget of \$1,100,000.00 for the District.

Deferred Maintenance Projects (if applicable)

For the 2007/08 school year, the district's governing board has approved deferred maintenance projects for this school that will result in no new projects for this school. The district's complete deferred maintenance plan is available at the district office at 751 School Street and at the Maintenance Department Office at 353 Brown Street..

Modernization and Renovation

In November, 2001, the District's voters approved Measure V, a General Obligation Bond, which funds the renovation of all existing schools except Buckingham Charter School (which has a new school), and the construction of a new high school. The Measure V program is a 10-year program, and renovation occurs in the order of age of the schools. Beginning in 2003, Markham Elementary School underwent a \$7 million multi-phase renovation and new construction project. Phase I of the project occurred in the summer, 2003, in which ten portable classrooms prone to flooding in a low-lying area of the campus, were relocated to higher ground on the north side of the campus. During that phase of the project, major electrical and low voltage infrastructure and increased capacity were installed. During the spring and summer, 2004, major improvements to the hard court, playground equipment, and turf areas were completed. Renovation of the remaining permanent classrooms was completed in spring, 2005.

The renovation project included all of the following work: Relocate low-lying flood-prone portable classrooms; reconfigure campus layout to increase efficiency and teaching effectiveness; Install heating, air conditioning and ventilation system to replace swamp coolers; increase electrical service capacity and add electrical outlets to classrooms; remove asbestos; renovate and expand student and staff restrooms for disabled accessibility including plumbing, sinks, toilets, and flooring; provide energy-efficient lighting in classrooms; update and install new classroom telephone system for safety; increase office space and student support areas; improve teacher workroom area; replace worn classroom carpeting where needed; improve site drainage; repair uneven/eroded surfaces on walkways and playgrounds with new asphalt paving; install new barkbox and playground equipment; install tackable wall systems in classrooms; replace chalkboards with markerboards; install data network wiring; upgrade door handles for student and teacher safety; add running water and sinks in portable classrooms; add outdoor eating area space.

School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Facility Inspection Tool* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	51	53	51	665
Without Full Credential	1	1	2	31
Teaching Outside Subject Area of Competence	--	--	--	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	2006-07	2007-08	2008-09
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 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB Web site](#).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	98.0	2.0
All Schools in District	87.2	12.8
High-Poverty Schools in District		
Low-Poverty Schools in District	90.0	10.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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	1:1	0%
Mathematics	1:1	0%
Science	1:1	0%
History-Social Science	1:1	0%

Subject	Grade	Text	Publisher	Date Board Approved
* Reading/ Language Arts	K-6	<u>Houghton Mifflin Reading California</u>	Houghton Mifflin	3/21/02
Mathematics	K-6	<u>Houghton Mifflin Mathematics</u>	Houghton Mifflin	5/31/01
Science	K-6	<u>California Science</u>	Macmillan/McGraw Hill	3/6/08
Social Studies	K-5	<u>History/Social Science</u>	Houghton Mifflin	2/1/2007
	Gr. 6	<u>Discovering Our Past: Ancient Civilizations CA Edition</u>	Glencoe Div of McGraw Hill	5/18/2006

- The text used in the Intervention Program, beginning at grade 4, is Language!, published by Sopris West.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,957.00	\$1,162.00	\$4,795.00	\$57,063.00
District	N/A	N/A	\$4,994.30	\$55,203.00
Percent Difference – School Site and District	N/A	N/A	3.9%	-3.3%
State	N/A	N/A	\$5,300.00	\$63,458.00
Percent Difference – School Site and State	N/A	N/A	9.5%	10.0%

Types of Services Funded (Fiscal Year 2007-08)

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

Description	Resources	Function	Goal	Amount
Special Education	3310-3315-3320-6500			324,893.40
Bilingual Program	3020-4203-7091-6286			349,937.04
School Based Coordinated Program	7395			116,352.90
Vocational Education	7010-3550-6350			
Pupil Services		3000		87,838.63
Alternative Education			3400-1155,3100	
Total				879,021.97

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information 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. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,093	\$39,708
Mid-Range Teacher Salary	\$55,270	\$63,805
Highest Teacher Salary	\$75,045	\$82,081
Average Principal Salary (Elementary)	\$88,381	\$102,166
Average Principal Salary (Middle)	\$95,738	\$107,816
Average Principal Salary (High)	\$97,308	\$116,474
Superintendent Salary	\$156,660	\$183,478
Percent of Budget for Teacher Salaries	43.1 %	40.6 %
Percent of Budget for Administrative Salaries	5.6 %	5.2 %

IX. Student Performance

California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	35	31	36	48	48	51	42	43	46
Mathematics	46	40	49	43	42	45	40	40	43
Science	23	15	22	39	42	48	35	38	46
History-Social Science				41	36	39	33	33	36

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.

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African American	48	56	*
Hispanic or Latino	24	41	6
White (not Hispanic)	65	67	64
Male	32	52	20
Female	36	46	25
Economically Disadvantaged	26	41	7
English Learners	12	33	2
Students with Disabilities	12	30	*
Students Receiving Migrant Education Services	15	33	*

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 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	28.6

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.

X. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	3	3	3
Similar Schools	6	4	4

"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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6051296

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes 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
	2005-06	2006-07	2007-08	2008
All Students at the School	23	-13	10	722
Hispanic or Latino	25	-11	11	672
White (not Hispanic)	29	-8	8	842
Socioeconomically Disadvantaged	19	-18	13	678
English Learners	16	-23	15	636

- "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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B"** means the school did not have a valid 2007 Base API and will not have any growth or target information.
- "C"** means the school had significant demographic changes and will not have any growth or target information.
- "D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E"** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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

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

Federal Intervention Program (School Year 2008-09)

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 (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	11.8

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 teachers at all stages of their careers. Peer Assistance and Review (PAR), 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, 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 PAR and 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.

For the past several years, Vacaville Unified School District used one full SBCP day for professional development. This has taken place in the fall, before school starts. Other professional development opportunities take place during summer, on release time, after school, evenings and weekends.