

Executive Summary School Accountability Report Card, 2009–10

For Markham Elementary School

Address: 101 Markham Ave
Principal: Manolo G. Garcia

Phone: (707) 453-6230
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. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 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

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), regular education program (REACCCH- Raising Educational Achievement of Career and College-bound Children), and the Spanish/English Dual Immersion Program (SPICE).

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 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 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 student council, band and the GATE (Gifted and Talented) program.

The school staff includes:

- 29 classroom teachers
- 2 Resource Specialists
- One Literacy Coach
- One Program Improvement Teacher Specialist
- 2 Part-time (0.4 and 0.4) assistant principals
- One principal

Approximately twenty-nine support staff including instructional assistants, office staff, cafeteria and custodial staff members.

The school has an enrollment of approximately 862 students enrolled in kindergarten through sixth grade; 78% of the student body qualifies for free lunch and 57% 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	Enrollment
Number of students	881
Black or African American	8%
American Indian or Alaska Native	1%
Asian	1%
Filipino	1%
Hispanic or Latino	65%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	23%
Two or More Races	0%
Socioeconomically Disadvantaged	72%
English Learners	49%
Students with Disabilities	12%

Teachers

Indicator	Teachers
Teachers with full credential	50
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	38%
Mathematics	50%
Science	31%
History-Social Science	n/a

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	736
Statewide Rank (from 2009 Base API Report)	2
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	17 of 21
2010–11 Program Improvement Status (PI Year)	Year 5

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² 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, and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA.

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 action taken or planned.

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,334.96
District	\$4,618.85
State	\$5,681.00

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., 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 2010–11)

This section provides the school's contact information.

School		District	
School Name	Markham Elementary School	District Name	Vacaville Unified School District
Street	101 Markham Ave.	Phone Number	(707) 453-6100
City, State, Zip	Vacaville, CA 95688	Web Site	www.vacavilleusd.org
Phone Number	(707) 453-6230	Superintendent	John T. Aycock
Principal	Manolo C. 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 2009–10)

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

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 academic, emotional, and cultural needs of all our members.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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), as well as numerous other volunteer opportunities. 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 has their own parent governing boards to support the 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 2009–10)

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

Grade Level	Number of Students
Kindergarten	161
Grade 1	143
Grade 2	124
Grade 3	123
Grade 4	107
Grade 5	103
Grade 6	120
81Total Enrollment	881

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	8%	White	23%
American Indian or Alaska Native	1%	Two or More Races	0%
Asian	1%	Socioeconomically Disadvantaged	72%
Filipino	1%	English Learners	49%

Hispanic or Latino	65%	Students with Disabilities	12%
Native Hawaiian/Pacific Islander	0%		

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	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	7			20.2	6			18.9	3	5	
1	18.0	6			20.0	6			17.9	1	7	
2	16.7	9			19.7	9			15.9	4	4	
3	17.5	6			17.7	5	1		19.3	1	5	
4	33.0		1	2	30.0		1		21.8		4	1
5	33.0			2	32.0		1		19.8		5	
6	28.8		2		31.5		1	1	23.4		4	1

III. School Climate

School Safety Plan (School Year 2009-10)

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 attended "Time to Teach" training at the beginning of the 2008/2009 school year to learn classroom management strategies and the strategy of direct instruction to teach behavior expectations. In addition, a committee has attended Building Effective Schools Together (BEST) Training and is implementing the strategies school-wide from both "Time to Teach" and BEST to create a comprehensive school-wide discipline system. The School Climate Committee meets monthly to continue to develop the positive school-wide behavior management 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	4.1	4.6	5.7	17.6	12.9	14.2
Expulsions	0.0	0.1	0.0	0.1	0.3	0.2

IV. School Facilities

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

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

School Facility Conditions – General Information

This is 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 401 Nut Tree Road, 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 2009/10 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. For the 2008/09 school year, the district's governing board has approved no new deferred maintenance projects for this school. The district's complete deferred maintenance plan is available at the Educational Services Center at 401 Nut Tree Road, 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 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 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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	51	52	52	598
Without Full Credential	2	0	0	2
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	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 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. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	87.86%	6.87%
High-Poverty Schools in District	83.33%	16.66%
Low-Poverty Schools in District	97.99%	2.06%

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	0	0
Counselor (Social/Behavioral or Career Development)	0	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0.8	n/a
Psychologist	0.6	n/a
Social Worker	0	n/a
Nurse	0.4	n/a
Speech/Language/Hearing Specialist	1.0	n/a
Resource Specialist (non-teaching)	0	n/a

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; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	1:1	0%	Yes
Mathematics	1:1	0%	Yes
Science	1:1	0%	Yes
History-Social Science	1:1	0%	Yes

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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,960.72	\$625.76	\$4,334.96	\$75,253.93
District	n/a	n/a	\$4,619.85	\$59,855.00
Percent Difference – School Site and District	n/a	n/a	6.17%	20.46%
State	n/a	n/a	\$5,681.00	\$66,478.00
Percent Difference – School Site and State	n/a	n/a	26.96%	11.66%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

MARKHAM ELEMENTARY SCHOOL 2009/10			
Description	Resource	Services	Amount
Unrestricted General Fund	0000	Instruction	\$2,962,645.16
		School Administration	\$455,067.16
		Guidance/Counseling	\$36,942.16
		Health Services	\$37,016.30

		General	
		Administration	\$7,353.00
		Operations	\$266,094.81
		Other Services	\$23,508.68
Lottery	1100	Library Services	\$34,809.41
Title I	3020	Instruction	\$118,652.03
		School Administration	\$1,227.02
		Other services	\$11,799.44
ARRA:SFSS	3200	Instruction	\$63,257.07
Title III	4203	Instruction:Bilingual	\$2,173.01
Special Education	6500	Instruction	\$277,980.27
		Psychologist Services	\$904.55
EIA	7091	Instruction:Bilingual	\$53,947.13
		School Administration	\$992.71
		Guidance/Counseling	\$18,876.62
Local Grants	Misc	Instruction	\$2,106.40
Total			<u>\$4,375,352.93</u>

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 at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	35,627	41,155
Mid-Range Teacher Salary	57,757	65,379
Highest Teacher Salary	78,797	85,049
Average Principal Salary (Elementary)	93,508	106,453
Average Principal Salary (Middle)	102,612	111,487
Average Principal Salary (High)	100,456	121,513
Superintendent Salary	189,225	194,802
Percent of Budget for Teacher Salaries	42.00%	40.60%
Percent of Budget for Administrative Salaries	5.90%	5.30%

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 assessments under the STAR program 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 nine through eleven. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	38	36	38	51	53	54	48	50	52
Mathematics	49	42	50	45	44	45	43	46	48
Science	22	27	31	48	51	52	46	50	54
History-Social Science	*	*	*	39	43	45	36	41	44

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	45	52	45
All Students at the School	38	50	31	*
Male	35	52	44	*
Female	41	47	18	*
Black or African American	38	46	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	27	43	20	*
Native Hawaiian or Pacific Islander	*	*	71	*
White	71	74	*	*
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	28	43	17	*
English Learners	17	36	3	*
Students with Disabilities	16	32	*	*
Students Receiving Migrant Education Services	15	46	*	*

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	The PFT data are not available at the time of posting.		
7			
9			

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. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	3	3	2
Similar Schools	4	4	2

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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	10	-10	28
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	11	-12	32
Native Hawaiian/Pacific Islander	*	*	*
White	8	29	8
Two or More Races	*	*	*
Socioeconomically Disadvantaged	13	-20	35

English Learners	15	-12	49
Students with Disabilities	*	*	*

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	28	4	
Black or African American	*	8	
American Indian or Alaska Native	*	*	
Asian	*	21	
Filipino	*	4	
Hispanic or Latino	32	4	
Native Hawaiian/Pacific Islander	*	*	
White	8	2	
Two or More Races	*	*	
Socioeconomically Disadvantaged	35	14	
English Learners	49	17	
Students with Disabilities	*	-8	

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 at <http://www.cde.ca.gov/ta/ac/ay/>.

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 six AYP criteria described above.

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	Yes
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	No

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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	n/a	4
Percent of Schools Currently in Program Improvement	n/a	23.5

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?