

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

## Executive Summary School Accountability Report Card, 2007-08 Eugene Padan Elementary School

Address: 200 Padan School Rd. , Vacaville CA 95687-5444

Phone: (707) 453-6235

Principal: Kimberly Forrest

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

The mission of the Vacaville Unified School district is to graduate all students with the knowledge and ability to act responsibly, earn a living, and provide a rigorous standards-based educational program through a collaborative partnership of families, community, and staff.

The 2007-2008 school year marked Padan Elementary School's 40th year of serving the community. While we are old in age, we are young in spirit as we continually look for the best researched based means of allowing our students to excel. We believe that all students can learn and our goal is to find the means to allow them to do so, at high academic levels.

The Padan School community values its children and places a high priority on education. They are actively involved at the school and work in partnership with the staff to provide a positive learning experience for students. Families enthusiastically support the school's Parent & Teacher Booster Club, the School Site Council and various other committees on campus. Every year, parents and community members volunteer nearly 12,000 hours to enrich the educational program. We are a community of students, teachers, support staff, and parents who work together to create a rich and stimulating learning environment for every child. The academic success of our students is evident with the consistent improvement in the API from 751 in 2006, to 761 in 2007, to 782 in 2008. This consistent growth is due to staff participation in collaborative team meetings and staff development focused on the instructional program.

Padan School was named for Mr. Eugene Padan, a former principal of Vacaville Elementary School. The school opened with nine classes in September 1966. Construction continued throughout the year and all buildings were completed by June, 1967. During the 2004-2005 school year, Padan underwent a modernization process, funded by Measure V. The renovation allowed the school to have improvements, which allowed classroom and campus upgrades enhance the learning process for our students.

### Student Enrollment

Group	Percent
African American	11.62 %
American Indian or Alaska Native	1.76 %
Asian	1.76 %
Filipino	2.84 %
Hispanic or Latino	36.76 %
Pacific Islander	2.57 %
White (not Hispanic)	34.86 %
Multiple or No Response	7.84 %
Socioeconomically Disadvantaged	58 %
English Learners	26 %
Students with Disabilities	13 %
<b>Total Number of students</b>	740

## Teachers

Indicator	Teachers
Teachers with full credential	45
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

## 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 343 Brown Street, 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 Areas	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	\$4,517.00
District	\$4,994.30
State	\$5,300.00

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	47
Mathematics	57
Science	35

## Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	782
Statewide Rank (from 2007 Base API Report)	5
2008-09 Program Improvement Status (PI Year)	N/A

## 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.

### (48) 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	Eugene Padan Elementary	District Name	Vacaville Unified
Street	200 Padan School Rd.	Phone Number	(707) 453-6117
City, State, Zip	Vacaville , CA 95687-5444	Web Site	<a href="http://www.vacavilleusd.org">www.vacavilleusd.org</a>
Phone Number	(707) 453-6235	Superintendent	John Aycock
Principal	Kimberly Forrest	E-mail Address	<a href="mailto:jaycock@vusd.solanocoe.k12.ca.us">jaycock@vusd.solanocoe.k12.ca.us</a>
E-mail Address	<a href="mailto:kimberleyf@vacavilleusd.org">kimberleyf@vacavilleusd.org</a>	CDS Code	48-70573-6051320

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

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

The mission of Padan Elementary, in partnership with families and the community, is to prepare all students to make good choices, to have a passion for life long learning, to reach their full potential and to contribute to their communities in a positive and meaningful way. Our mission is accomplished by providing a standards-based educational program within an atmosphere of mutual respect. Through our dedicated focus of working toward all students mastering grade level standards, we continually strive to bring our school's vision by focusing on our students need to learn, determining if they have learned it, and providing intervention and/or enrichment opportunities. Each year the Padan staff and the School Site Council establish school goals as defined in our Single Plan for Student Achievement. These goals are continually reviewed, as we study data sources including CST, CAT/6, CELDT, VUSD Benchmarks and various other formative assessments.

As we begin the 2008-2009 school year, Padan School continues to build upon its success of the past year. We strongly embrace Padan's theories for improving student achievement, including that all children are given access to the core curriculum, that time allocation affects student outcomes, that student engagement relates to academic gain, and that all students benefit from on-level small group instruction. We are a school that constantly looks forward in our quest to allow all children to reach success.

## Opportunities for Parental Involvement (School Year 2007-08)

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

Padan Elementary believes that education is the shared responsibility of the student, parents, family, school and community. Further, the school recognizes that the academic achievement and success of our students depend on the strength of the partnerships developed among students, parents, families, schools and the community from preschool through graduation and beyond.

Padan Elementary believes that strong partnerships can be developed through nurturing respect, sharing knowledge, support each partner's role, collaborating on matters of importance and by appreciating the contributions each partner makes to student achievement.

To the extent practicable, our school shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, in a format and, to the extent practicable, in a language such parents understand

### 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	98
Grade 1	97
Grade 2	104
Grade 3	104
Grade 4	120
Grade 5	104
Grade 6	113
Total Enrollment	740

### 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	11.62 %
American Indian or Alaska Native	1.76 %
Asian	1.76 %
Filipino	2.84 %
Hispanic or Latino	36.76 %
Pacific Islander	2.57 %
White (not Hispanic)	34.86 %
Multiple or No Response	7.84 %
Socioeconomically Disadvantaged	58 %
English Learners	26 %
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	18.3	6			17.2	5			19.6	5.0		
1	19.8	5			20.0	6			19.3	6.0		
2	19.3	4			20.0	5			18.7	6.0		
3	18.2	5			19.2	5			17.8	4.0		
4	32.0		3		31.3		2	1	33.7			3.0
5	33.5			2	31.7		2	1	32.0		2.0	
6	34.0			3	33.3		1	2	30.0		2.0	1.0
K-3	18.0	1			20.0	1			18.0	2.0		
4-8	28.0	1	3		23.5	1	1		24.5	1.0	3.0	

### III. School Climate

#### School Safety Plan (School Year 2007-08)

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

Padan Elementary has a comprehensive Safety and Emergency Preparedness Plan. The plans are reviewed each year by the site level School Safety Committee and the School Site Council. The entire staff is provided training in disaster preparedness and the staff and students regularly practice fire, earthquake and other emergency disaster drills.

At Padan, we recognize the correlation between student academic performance and the school climate. We believe that student learn best in a safe, friendly, clean, and attractive school environment. Our school behavior and academic expectations are designed around Best Practices. A school-wide discipline plan reinforces school rules and three behavioral expectations: Be safe, respectful, and responsible. Each classroom has an individualized discipline plan based on our Character Traits program. The Second Step Program was implemented school wide this year. A variety of positive reinforcement activities recognize and reward appropriate behavior. School expectations for student behavior are posted in every classroom and are communicated to parents and students through a signed contract at the beginning of each school year.

### 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	9.6	12.0	5.0	16.0	16.7	17.6
Expulsions	0.0	0.1	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.

##### Age of School Buildings

Padan Elementary School has 18 permanent and 18 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was originally built in 1965 and 1966. It was modernized using State School Facilities Program and local Measure V general obligation bond funding in 2005. 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, 95688. 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 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, or another approximately \$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 the installation of no new projects at this school. In the summer, 2008, additional parking lot striping and curbs were installed at 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 Projects (if applicable)**

In 2004/05 the school underwent major renovation using State School Facility Program and local Measure V general obligation bond funding. The scope of this completed work includes: Install heating, air conditioning and ventilation system; add classroom outlets and increase electrical service capacity; repair, renovate and expand student and staff restrooms; replace aging portables with new permanent classrooms; install running water and sinks in portable classrooms; expand library space; install energy-efficient lighting in classrooms; provide disabled accessibility on campus; abate asbestos; complete data network wiring as needed; install new fire alarm system, install new security alarm system; install telephone system in classrooms for safety; upgrade door handles for student and teacher safety; repair and replace aging playground equipment; redesign and upgrade parking lot for improved safety and efficiency; renovate flooring in multi-purpose room; improve landscaping; repair roof leaks in portable classrooms; improve site drainage.

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

A new shade structure/lunch shelter was completed in fall, 2007, using Measure V and site-generated funding.

## 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	41	41	45	665
Without Full Credential	0	1	0	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	1
Total Teacher Misassignments	0	0	1
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	100.0	0.0
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	1.0	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	\$5,996.00	\$1,479.00	\$4,517.00	\$62,587.00
District	N/A	N/A	\$4,994.30	\$55,203.00
Percent Difference – School Site and District	N/A	N/A	9.5%	-13.3%
State	N/A	N/A	\$5,300.00	\$63,458.00
Percent Difference – School Site and State	N/A	N/A	14.7%	1.3%

### 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			517,126.66
Bilingual Program	3020-4203-7091-6286			293,470.20
School Based Coordinated Program	7395			81,010.46
	7140			
Vocational Education	7010-3550-6350			
Pupil Services		3000		68,805.51
Alternative Education			3400-1155,3100	
Total				960,412.83

## 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	42	41	47	48	48	51	42	43	46
Mathematics	52	47	57	43	42	45	40	40	43
Science	27	29	35	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	35	50	17
Asian	75	58	*
Filipino	58	58	*
Hispanic or Latino	37	50	24
Pacific Islander	53	59	*
White (not Hispanic)	59	66	47
Male	40	57	41
Female	50	57	29
Economically Disadvantaged	36	48	25
English Learners	21	41	14
Students with Disabilities	14	30	*

*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	17.3

*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	5	5	5
Similar Schools	5	6	8

"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" 6051320
- "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	7	-4	21	782
Hispanic or Latino	-7	7	23	736
White (not Hispanic)	27	-24	26	826
Socioeconomically Disadvantaged	-1	0	22	735
English Learners	33	-11	33	703

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

## 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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		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.