2011-12

SCHOOL ACCOUNTABILITY REPORT CARD

Cooper Elementary School

Vacaville Unified District

Published During
2012-13

Principal:
Kelyne Campbell-Townsend

Address:
750 Christine Dr.
Vacaville, California 95687-4163

Phone:
707-453-6210

Email:
kelynec@vacavilleusd.org

Website:
cooperschool.org

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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. 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

School Description and Mission Statement (School Year 2011-12)

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

Cooper is a K-6 elementary school with an enrollment of almost 920 students. Cooper hosts twenty-nine general education classes and two special education classes. The staff includes thirty-nine certificated teachers with seven job shares in various grades. We have one full time principal and one half time assistant principal. The support staff includes a part time nurse, psychologist, five part time band teachers and three part time physical education teachers. We have one fulltime speech therapist. We have a four day a week librarian and three fulltime secretaries. We have nine special educational instructional assistants, one part time health clerk, two full time and one part time custodian. We have one full time cafeteria manager, a part time cafeteria helper and 8 yard duty supervisors. From January through June of this year we had two part time intervention teachers working with students from K-3 in language arts.
The mission of Cooper Elementary School, as a partnership of families, community, staff, and students, is to ensure that every child acquires an excellent academic foundation and becomes a responsible. Respectful individual who desires to learn; through a challenging, standards-based curriculum delivered by an innovative, knowledgeable and caring staff in a safe, positive environment.

Opportunities for Parental Involvement (School Year 2011-12)

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

Contact Person:	Contact Phone No.
Kelyne Campbell-Townsend	(707) 453-6210

Cooper parents play a vital role in the daily education of students as well as promoting special opportunities for the Cooper students and families. Each day, over 20
Cooper parents and grandparents volunteer in classrooms under the supervision of the classroom teacher. Besides the daily preparation and special classroom events, many of these parents guide small group instruction or review skills with individual students. Cooper parents also provide leadership and guidance in programs such as Odyssey of the Mind, Magic by the Book, the After School Enrichment Club, the Art Docent Program, the English Language Advisory Committee, Cooper Comet Chorus and the annual Talent Show. The PTO is a strong presence at Cooper. PTO-sponsored fundraisers provide for classroom technologies and resources, and reading and attendance incentives.

Student Enrollment by Grade Level (School Year 2011-12)

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

Grade Level	Number of Students
Transitional Kindergarten	
Kindergarten	128
Grade 1	127
Grade 2	131
Grade 3	139
Grade 4	144
Grade 5	130
Grade 6	139
Total Enrollment	938

Student Enrollment by Group (School Year 2011-12)

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	8.3	White	51.4
American Indian or Alaska Native	0.4	Two or More Races	7.4
Asian	3.7	Socioeconomically Disadvantaged	29.5
Filipino	3.9	English Learners	6.7
Hispanic or Latino	22.6	Students with Disabilities	9.2
Native Hawaiian/Pacific Islander	1.2		

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).

	2009-10				2010-11				2011-12			
Grade Level	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	2	4		26.8		4		28.2		6	
1	21.7	1	5		27.8		5		19.9	2	5	
2	23.4		8		23.5	1	5		29.2		5	
3	25.2		5		22.5	1	7		26.5	1	7	
4	30.5		4		25.8	1	5		30.3	1		5
5	34.3			4	28.5		4		31.3		4	
6	31.5		3	1	29		4		34			4
K-3												
3-4												
4-8												
Other									0	7		

III. School Climate

School Safety Plan (School Year 2011-12)

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

Fire drills, earthquake drills and lock-down drills are conducted and assessed on a rotating monthly basis. All staff and students are encouraged to let the office know immediately if there are any concerns. Volunteers and visitors sign a binder in the front office and wear visitor stickers to ensure that they have signed in. A school wide discipline plan is in place using the acronym STAR, “Safe behavior, Totally prepared, Always respectful, Responsible choices”. There are posters all over the school reminding students of these positive expectations. We have a team of 4th, 5th and 6th grade conflict managers who have been trained to be peacekeepers and handle small issues with students on the playground. Student assemblies are held to review playground and school rules. An assembly teaching students how to deal with bullying was presented as well as an informational evening was provided for parents to help them understand bullying and how they can deal with the issue. Super Cooper Coupons are given out daily when students are caught doing what they should be through out the school. Awards assemblies are held each trimester to acknowledge academic achievement, good character, and effort. The school safety plan is updated each spring.

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	5.02	3.93	6.9	14.23	15.01	11
Expulsions	0	0	0	0.15	0.36	0.002

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2012-13)

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.

Summary of Most Recent Site Inspection
The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA, 95688, and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA 95687.
Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Repairs Needed
No repairs are needed.

Corrective Actions Taken or Planned
No corrective action taken or planned.

School Facility Conditions and Planned Improvements
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
Cooper Elementary School has 20 permanent and 19 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was originally built in 1991. 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. The Custodial Supervisor works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.
Deferred Maintenance Projects (if applicable)
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 2011-12 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.
Recent Past Maintenance Projects
During the 2008/09 school year, no Deferred Maintenance projects were scheduled or completed.
During the 2007/08 school year, the district's governing board has approved deferred maintenance projects for this school that resulted in the installation of a new intercom/clock/bell system. This was completed in spring/summer 2008 at a total cost of $63,373. 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 Projects (if applicable)
In the summer of 2007, local bond funds from Measure V were used to provide renovation on the school. Work was completed in summer, 2007. The completed work includes: Install running water and sinks in portable classrooms; improve drainage on playground; upgrade door handles in classrooms for student and teacher safety; install telephone system in classrooms for security; upgrade existing older portable classrooms with new carpeting, tackable wall surfaces, ceilings, and entrance ramps; repair exterior doors that no longer seal completely; complete data network wiring as needed.
New School Construction Projects (if applicable)
Not applicable.

School Facility Good Repair Status. (School Year 2012-13)

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

Inspected On: 12/14/2004	Repair Status				
System Inspected	Exemplary	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✔	—	—	
Interior: Interior Surfaces	—	—	✔	—	Rooms 21-27 tackboards need repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	—	✔	—	—	
Electrical: Electrical	—	✔	—	—	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	—	—	✔	—	Leaks, not operations at Rooms 1-3 and K. Plugged at Restrooms between Rooms 14-17. Leaks at Girls' restroom in MP room.
Safety: Fire Safety, Hazardous Materials	—	—	✔	—	Dry rot at Rooms 9-14. And Rooms 28-31.
Structural: Structural Damage, Roofs	—	—	—	✔	Crack in eave sheetrock at Rooms 1 -3, K. Dry rot at Rooms 9-14, Room 32, Room 36
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	—	✔	—	Repair screens; dry rot Rms. 36-39; Asphalt needs to be slurry-sealed at K and primary playgrounds. Front parking lot needs sealing or overlay, and asphalt at K and primary playgrounds.
Overall Rating	—	—	✔	—	

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
	2009-10	2010-11	2011-12	2011-12
Teachers with Full Credential	44	33	40	533
Teachers without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence	0	0	0	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	2010-11	2011-12	2012-13
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 Highly Qualified Teachers (School Year 2011-12)

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	91.84	8.16
All Schools in District	90.49	9.51
High-Poverty Schools in District	93.53	6.47
Low-Poverty Schools in District	81.6	18.4

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

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	
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	0.3	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

N/A

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
Reading/Language Arts	MacMillan McGraw-Hill CA Treasures/2011	yes	0 %
Mathematics	Scott Foresman enVision Math (CA edition)/2008	yes	0 %
Science	MacMillan McGraw-Hill California Science/2008	yes	0 %
History-Social Science	Houghton Mifflin History/Social Science (gr. K-5)/2007 Glencoe Ancient Civilizations CA Edition (gr. 6)/2006	yes	0 %
Foreign Language	N/A		
Health	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		
Visual and Performing Arts	N/A		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

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	$3,850.79	$500.12	$3,350.67	$72,072.75
District	N/A	N/A	$1,370.16	$61,015.00
Percent Difference - School Site and District	N/A	N/A	144.55	18.12
State	N/A	N/A	$5,455.00	$68,488.00
Percent Difference - School Site and State	N/A	N/A	-38.58	5.23

Types of Services Funded (Fiscal Year 2011-12)

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.

Instruction $2,448,385.00
Instructional Noon Supervisor $63,453.00
Supervision of Instruction $1,320.00
School Administration $340,491.00
Health Services $15,626.00
Nutrition/Food Services $23.00
Maintenance & Operations $239,775.00
Security $130.00
Lottery $33,727.00
Total Unrestricted Expenditures $3,142,930.00

Education Jobs Fund $37,866.00
Title III Part A LEP $3,876.00
Child Nutrition $122,754.00
English Language Acquisition $1,293.00
Special Education $299,168.00
Economic Impact Aid - LEP $4,153.00
Total Restricted Expenditures $469,110.00

Teacher and Administrative Salaries (Fiscal Year 2010-11)

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	$35,980	$40,932
Mid-Range Teacher Salary	$57,757	$65,424
Highest Teacher Salary	$81,324	$84,596
Average Principal Salary (Elementary)	$96,914	$106,806
Average Principal Salary (Middle)	$104,930	$111,776
Average Principal Salary (High)	$106,804	$120,858
Superintendent Salary	$194,442	$204,089
Percent of Budget for Teacher Salaries	39	39
Percent of Budget for Administrative Salaries	6	5

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	72	67	74	54	54	57	52	54	56
Mathematics	76	73	78	45	47	47	48	50	51
Science	63	57	61	52	53	58	54	57	60
History-Social Science	0	0	0	45	48	50	44	48	49

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	57	47	58	50
All Students at the School	74	78	61	0
Male	73	79	65	0
Female	75	77	57	0
Black or African American	59	54	47	0
American Indian or Alaska Native	0	0	0	0
Asian	72	97	0	0
Filipino	90	86	0	0
Hispanic or Latino	67	74	54	0
Native Hawaiian or Pacific Islander	58	50	0	0
White	79	82	59	0
Two or More Races	71	75	0	0
Socioeconomically Disadvantaged	65	68	50	0
English Learners	35	54	0	0
Students with Disabilities	50	56	0	0
Students Receiving Migrant Education Services	0	0	0	0

California Physical Fitness Test Results (School Year 2011-12)

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	24.2	19.7	25
7	0	0	0
9	0	0	0

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 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	2009	2010	2011
Statewide	8	9	8
Similar Schools	6	8	7

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	16	-10	13
Black or African American	-	-	-
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Filipino	-	-	-
Hispanic or Latino	-8	7	27
Native Hawaiian or Pacific Islander	-	-	-
White	18	-11	5
Two or More Races	-	-	-
Socioeconomically Disadvantaged	46	6	-3
English Learners	-	-	-
Students with Disabilities	-	-	-

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

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	# of Students	School	# of Students	LEA	# of Students	State
All Students at the School	659	878	9,218	786	4,664,264	788
Black or African American	57	792	715	715	313,201	710
American Indian or Alaska Native	3	-	79	735	31,606	742
Asian	26	940	248	861	404,670	905
Filipino	28	928	269	841	124,824	869
Hispanic or Latino	130	849	2,803	730	2,425,230	740
Native Hawaiian or Pacific Islander	11	815	104	789	26,563	775
White	350	895	4,667	821	1,221,860	853
Two or More Races	45	873	278	816	88,428	849
Socioeconomically Disadvantaged	185	829	3,630	721	2,779,680	737
English Learners	41	829	1,381	674	1,530,297	716
Students with Disabilities	73	714	966	554	530,935	607

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 at 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 2011-12)

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	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program (School Year 2012-13)

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 at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	25%

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 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. 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. 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 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?