

Executive Summary School Accountability Report Card, 2009–10

For Willis Jepson Middle School

Address: 580 Elder St., Vacaville, CA
Principal: Kelley Birch

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Grade Span: 7-8

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

Willis Jepson Middle School is located 32 miles west of Sacramento nestled in the foothills between the delta region of the Sacramento River and the San Francisco Bay. The 51-year old school serves 975 students in the seventh and eighth grade that are living north of I-80 and west of I-505. Willis Jepson is surrounded by an established residential area and is home to a California native oak restoration project. The staff of Willis Jepson is deeply committed to meeting the academic and social needs of all students.

Willis Jepson Middle School's mission statement is: Through a partnership of students, families, staff, and community, is to ensure that every student has the skills to build a strong social and academic foundation, in order to grow into a successful high school student and responsible member of the community. This mission is accomplished by providing a challenging, standards-based curriculum that meets individual needs and is delivered in a supportive environment by dedicated, nurturing staff.

Student Enrollment

Group	Enrollment
Number of students	1,027
Black or African American	8%
American Indian or Alaska Native	1%
Asian	3%
Filipino	3%
Hispanic or Latino	29%
Native Hawaiian/Pacific Islander	1%
White (not of Hispanic origin)	56%
Two or More Races	0%
Socioeconomically Disadvantaged	36%
English Learners	10%
Students with Disabilities	10%

Teachers

Indicator	Teachers
Teachers with full credential	45
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	2
Total Teacher Misassignments	2

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	56%
Mathematics	38%
Science	59%
History-Social Science	48%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	762
Statewide Rank (from 2009 Base API Report)	5
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	18 of 23
2010–11 Program Improvement Status (PI Year)	Not in PI

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%
Foreign Language	n/a
Health	n/a
Visual and Performing Arts	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$3,795.52
District	\$4,618.85
State	\$5,681.00

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 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	Willis Jepson Middle School	District Name	Vacaville Unified
Street	580 Elder St.	Phone Number	(707) 453-6100
City, State, Zip	Vacaville, CA 95688	Web Site	www.vacavilleusd.org
Phone Number	(707) 453-6280	Superintendent	John T. Aycock
Principal	Kelley Birch	E-mail Address	jaycock@vacavilleusd.org
E-mail Address	kelleyb@vacavilleusd.org	CDS Code	

School Description and Mission Statement (School Year 2009–10)

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

Reaching students is about two things, how students respond to instruction and how they respond to interventions. Willis Jepson is proud to continue to offer a variety of interventions for our students, even in these times of economic troubles. With a limited budget, the school continues to offer many levels of math and English language arts so we can support students at the levels they need. Relationships with UC Davis, UC Berkeley and Vacaville Police Youth Services, offer support through tutoring, college club and counseling. The goal is to send all students to the high school ready to continue their education and reach their potential.

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.

The opportunities for involvement and support include: Parent Teacher Club, which includes dance chaperones, fundraising, and helping supervise school-wide activities; School Site Council, English Learner Advisory Committee, Music Boosters, School Safety Committee, 6th Grade Parent Orientation meetings and the Vacaville Public Education Foundation.

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
Grade 7	494
Grade 8	533
Total Enrollment	1,027

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	56%
American Indian or Alaska Native	1%	Two or More Races	0%
Asian	3%	Socioeconomically Disadvantaged	36%
Filipino	3%	English Learners	10%
Hispanic or Latino	29%	Students with Disabilities	10%
Native Hawaiian/Pacific Islander	1%		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.2	14	34		24.3	21	18	7	23.8	16	21	8
Mathematics	24.8	14	25	2	24.3	18	21	4	22.2	11	25	5
Science	32.3	1	9	12	32.5	2	3	25	31.3	2	16	14
Social Science	30.6	2	12	17	32.3	2	4	24	30.8	2	19	11

III. School Climate

School Safety Plan (School Year 2009-10)

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

Jepson Middle School has developed this safety plan to address the needs of the school and the students within the school. The safe school plan is a comprehensive document designed to prepare students, staff, and administration for extraordinary situations in which is supported continuously as district policy is modified or changed. The Willis Jepson Site Council delegated responsibility for the development and revision of its Safe School Plan to the Site Safety Committee. Members of the committee include parents, students, and staff. Meetings focus on the **safe physical environment; assuring each student a safe, respectful, accepting, and emotionally nurturing environment; and developing each student's resiliency skills.**

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	43.6	30.1	27.7	17.6	12.9	14.2
Expulsions	0.4	0.3	0.2	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.

Age of School Buildings

Jepson Middle School has 42 permanent, and 2 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was originally built in 1960, 1968 and 1979, and was modernized under using State School Facilities Program and local Measure V general obligation funding in 2002/03. In 2001/02, new modular buildings housing computer and science labs, teacher workroom and restrooms were completed. 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 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.

During the 2008/09 school year, the District completed a project to replace asphalt paving and install new site drainage. This was completed at a total project cost of \$121,718.

For the 2007-08 school year, the district's governing board approved deferred maintenance projects for this school that will result in new asphalt paving at 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 Projects (if applicable)

In 2002/03, the school underwent a major renovation project using Measure V local general obligation bond and State School Facilities Program funding. The scope of the work included: Install heating, air conditioning and ventilation system; install increased electrical service capacity and add new outlets in classrooms; improve disabled accessibility; provide energy-efficient lighting in classrooms and hallways; install exterior lighting for improved safety; improve teacher workroom; improve student counseling area; upgrade door handles for student and teacher safety; renovate classroom interiors including tackable walls, new flooring, new ceiling tiles and markerboards; install new telephone system in classrooms for security; install upgraded fire alarm, intercom and clock system; add and repair storage cabinets in classrooms; improve site drainage, student traffic area surfaces and landscaping; install fire safety system for security.

New School Construction Projects (if applicable)

In 2001/02, new modular permanent buildings were constructed, including new computer labs, new science labs, teacher workroom/breakroom and restrooms.

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	46	48	45	598
Without Full Credential	4	3	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	2	2	2
Total Teacher Misassignments	2	2	2
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	2.5	411
Counselor (Social/Behavioral or Career Development)	0	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	1.0	n/a
Psychologist	1.0	n/a
Social Worker	0	n/a
Nurse	0.5	n/a
Speech/Language/Hearing Specialist	0.5	n/a
Resource Specialist (non-teaching)	0	n/a
Other	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	\$4,604.91	\$750.58	\$3,794.52	\$70,649.00
District	n/a	n/a	\$4,619.85	\$59,855.00
Percent Difference – School Site and District	n/a	n/a	17.9%	15.3%
State	n/a	n/a	\$5,681.00	\$66,478.00
Percent Difference – School Site and State	n/a	n/a	33.2%	5.9%

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.

JEPSON MIDDLE SCHOOL 2009/10			
Description	Resource	Services	Amount
Unrestricted General Fund	0000	Instruction	\$2,763,603.18
		Library/Technology Services	\$1,157.34
		School Administration	\$521,406.12
		Guidance/Counseling	\$127,115.83
		Operations	\$350,974.84
		Misc Services	\$4,473.12
Lottery	1100	Library Services	\$56,142.91
ARRA:SFSF	3200	Guidance/Counseling	\$28,714.15
ARRA:IDEA	3313	Instruction	\$30,256.07
ELAP	6286	Instruction:Bilingual	\$416.75
Special Education	6500	Instruction	\$745,567.09
EIA	7091	Instruction:Bilingual	\$10,596.87

	School Administration	\$40.57
	Operations	<u>\$1,283.82</u>
Total		<u>\$4,641,748.66</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/csl/>.

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	42.0%	40.6%
Percent of Budget for Administrative Salaries	5.9%	5.3%

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	52	50	56	51	53	54	48	50	52
Mathematics	44	48	38	45	44	45	43	46	48
Science	56	58	59	48	51	52	46	50	54
History-Social Science	38	40	48	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	56	38	59	48
Male	53	38	62	49
Female	60	38	56	46
Black or African American	32	21	38	28
American Indian or Alaska Native	*	*	*	*
Asian	89	67	75	75
Filipino	74	54	*	*
Hispanic or Latino	39	27	45	32
Native Hawaiian or Pacific Islander	45	36	*	*
White	66	44	68	57
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	37	23	41	29
English Learners	17	9	20	16
Students with Disabilities	15	11	29	21
Students Receiving Migrant Education Services	*	*	*	*

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	6	6	5
Similar Schools	6	5	3

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	16	-6	14
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	20	19	47
Native Hawaiian/Pacific Islander	*	*	*
White	2	-10	7
Two or More Races	*	*	*
Socioeconomically Disadvantaged	19	0	30
English Learners	*	*	39
Students with Disabilities	-10	25	*

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	14	4	
Black or African American	*	8	
American Indian or Alaska Native	*	*	
Asian	*	21	
Filipino	*	4	
Hispanic or Latino	47	4	
Native Hawaiian/Pacific Islander	*	*	
White	7	2	
Two or More Races	*	*	
Socioeconomically Disadvantaged	30	14	
English Learners	39	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	Yes	Yes
Percent Proficient - Mathematics	No	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	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	23.5

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Willis Jepson offers Computer technology, Video and Web, Drafting and Metals. These courses are designed to give students a head start on courses they may enroll in at the high school.

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school’s CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	535
Percent of pupils completing a CTE program and earning a high school diploma	n/a
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

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?