

Executive Summary School Accountability Report Card, 2007-08

For: John H. Still

Address: 2250 John Still Drive
Principal: Andy O'Neil

Phone: 916-433-5375
Grade Span: K-8

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

Our task is to provide an integrated, standards-based curriculum in order to achieve academic excellence, celebrate diversity and develop cross-cultural understanding for all students at John Still by name.

The staff will provide meaningful instruction in core curricula that will allow our students the opportunity to experience academic success, to develop a positive attitude toward themselves and others, and to promote the desire and ability needed to be lifelong learners. This academic success will follow the student through his high school and college education.

We will maintain high standards and expectations in order to yield high quality results!

The staff and community of John Still School are dedicated to ensure academic success for all of our students. In the elementary grades, we are focusing on reading, mathematics and English Language Development implementing Open Court, Saxon Math and Hampton-Brown ELD Programs. In the middle school grades, the Corrective Reading Program has been expanded and we are implementing High Point for ELD, and HOLT Language Arts for Literature in grades 7th and 8th.

There are many after school programs available to our students. Extended-day tutoring is available to enhance the core curriculum. JASPER is an after-school literacy program for students from 1st through sixth grade. Students are provided snacks and enrichment activities to augment the program such as. PASSAGES, an after school program for 10-14 year olds offers academic support, visual and performing arts, sports, games, trips, special events, and life skills education. Our library is staffed with a full-time media assistant in the elementary and a part time librarian in the middle school to help students, parents, and teachers. Our libraries contain approximately 6500 K-8 readers, novels and research materials. Our students have the privilege of participating in numerous performances. John Still's Band and Orchestra have been recognized at local and state competitions with first place trophies and excellent ratings. Girls and boys have the opportunity to compete in various district competitions including basketball and soccer.

John Still School has received important local, state and federal supplemental resources currently being utilized to support our school. SIP/SAC/ELAC/QEIA funding supports student achievement and parent involvement. Title I, Middle School CSR (Class Size Reduction) have been instrumental in lowering class sizes throughout the school reducing the student-teacher ratio. A "Reading First" grant has provided tutoring and reading assistance for those teachers in the Kindergarten through 3rd grades. This assistance for teachers is done through in-services, classroom observations, individual conferences, and other areas of need for teach

Student Enrollment

Group	Enrollment
Number of students	900
African American	25.22%
American Indian or Alaska Native	0.22%
Asian	40.33%
Filipino	1.78%
Hispanic or Latino	24.67%
Pacific Islander	2.78%
White (not Hispanic)	4.56%
Multiple or No Response	0.44%
Socioeconomically Disadvantaged	99%
English Learners	46%
Students with Disabilities	10%

Teachers

Indicator	Teachers
Teachers with full credential	45
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

School Facilities

Summary of Most Recent Site Inspection

The latest facility inspection was completed September 2008.

Repairs Needed

There were no major deficiencies noted at this time.

Corrective Actions Taken or Planned

None at this time

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%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	28%
Mathematics	28%
Science	40%
History-Social Science	18%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,465
District	\$4,696
State	\$5,300

Academic Progress

Indicator	Result
2008 API Growth Score (from 2008 API Growth Report)	656
Statewide Rank (from 2007 API Base Report)	2
2008-09 Program Improvement Status (PI Year)	In PI

John H. Still

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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 on the 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 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

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	John H. Still	District Name	Sacramento City Unified
Street	2250 John Still Drive	Phone Number	916-643-9000
City, State, Zip	Sacramento, CA, 95832	Web Site	www.scusd.edu
Phone Number	916-433-5375	Superintendent	Susan E. Miller, Interim
Principal	Andy O'Neil	E-mail Address	superintendent@sac-city.k12.ca.us
		CDS Code	34-67439-6059323

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

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

Our task is to provide an integrated, standards-based curriculum in order to achieve academic excellence, celebrate diversity and develop cross-cultural understanding for all students at John Still by name.

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

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

Contact Person Name	Andy O'Neil & Jeff Kilty	Contact Person Phone Number	916-433-5375 & 916-433-5191
Parents are invited and encouraged to attend the following important events at John Still Center: Back to School Night, Parent/Teacher Conferences in Fall and Spring Book Fairs Classroom Volunteer opportunities Family Curriculum Nights Young Authors Fairs, Spelling Bees SIP/Title I/ELAC Meetings English as a Second Language Classes Open House Leadership Class Sporting events School Monitors Talent Show Cultural Assemblies Awards Assemblies			

[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	Grade Level	Number of Students
Kindergarten	68	Grade 8	172
Grade 1	89	Ungraded Elementary	0
Grade 2	73	Ungraded Secondary	0
Grade 3	73	Total Enrollment	900
Grade 4	65		
Grade 5	94		
Grade 6	78		
Grade 7	188		

[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	Group	Percent of Total Enrollment
African American	25.22	White (not Hispanic)	4.56
American Indian or Alaska Native	0.22	Multiple or No Response	0.44
Asian	40.33	Socioeconomically Disadvantaged	99
Filipino	1.78	English Learners	46
Hispanic or Latino	24.67	Students with Disabilities	10
Pacific Islander	2.78	---	---

[Average Class Size and Class Size Distribution \(Elementary\)](#)

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

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	2	0	0	20	2	0	0	23	3	1	0
1	20	3	0	0	20	2	0	0	20	3	1	0
2	19	2	0	0	19	3	0	0	18	4	0	0
3	18	4	0	0	20	2	0	0	18	4	0	0
4	31	0	1	1	33	0	0	2	32	0	1	1
5	31	0	2	0	31	0	2	0	32	0	2	0
6	28	0	3	0	31	0	2	0	26	0	3	0
K-3	0	0	0	0	0	0	0	0	16	1	0	0
3-4	0	0	0	0	0	0	0	0	0	0	0	0
4-8	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

[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	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.5	6	8	1	24.1	4	8	0	21.4	10	7	0
Mathematics	20.7	11	4	0	23.3	6	8	1	16.9	17	3	0
Science	31.5	0	5	5	28	0	5	0	32.2	0	3	7
Social Science	28.3	0	8	2	26.3	1	7	0	26.1	3	6	3

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

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

Date of Last Review/Update	November 2008	Date Last Discussed with Staff	November 2008
The school site has complied with all of the components of the Comprehensive Safe School Plan as required by Ed. Code and recent Legislation.			
The comprehensive school safety plan includes the following:			

Assessing the current status of school crime committed on the school campus and at school-related functions. Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which include the development of the following:

- Child abuse reporting procedures
- Disaster procedures, routine and emergency
- Fire drills
- Earthquake emergency procedure system
- Campus intruder "lock down"
- Flood, evacuation of the site
- Parent/student reunification
- Policies on suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policy
- School-wide dress code
- Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
- Safe and orderly environment conducive to learning
- Rules and procedures on school discipline
- Hate crime reporting procedures
- Sexual Harassment Training

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	2006-7	2007-08
Suspensions	13.9	35	38.9	18.3	14.6	15.9
Expulsions	0	0	0	0.0	0.1	0.0

IV. School Facilities

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

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.

General

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 school office and at the district Facilities/Maintenance and Operations office. The latest facility inspection was completed in September 2008, with no major deficiencies noted at that time.

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.

Age of School Buildings

The main campus was built in 1967. This school has 33 permanent classrooms which include a multipurpose room, a library, and an administrative building.

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 governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly 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, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects (if applicable)

The district's governing board has approved a deferred maintenance 5-year plan. The complete deferred maintenance plan is available at the district office.

Modernization Projects (if applicable)

During the 2006-07 modernization, renovations and upgrades were made in the following areas: health and safety, site exterior and miscellaneous upgrades.

New School Construction Projects (if applicable)

N/A

[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

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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	37	32	45	2334
Without Full Credential	3	2	1	131
Teaching Outside Subject Area of Competence	3	0	0	25

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	1	1
Vacant Teacher Positions	1	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 in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	95.6	4.4
All Schools in District	95.4	4.6
High-Poverty Schools in District	96.9	3.1
Low-Poverty Schools in District	100.0	0.0

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	1.0	900
Library Media Teacher (Librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)	1.0	n/a
Other		n/a

VII. Curriculum and Instructional Materials

[Quality, Currency, and 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	Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook Sufficiency data is collected annually during the second week of school (September 2008).	0%
Mathematics		0%
Science		0%
History-Social Science		0%
Foreign Language		0%
Health		0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)		0%

Core Curriculum for Sacramento City Unified School District

Elementary Grades (K-6)

Core Curriculum Areas	Grade Level(s)	District Adopted Textbooks/Materials
Reading/Language Arts	K-6	<i>Open Court Reading, 2002</i>
English Language Development	K-3	<i>Moving Into English, 2004</i>
English Language Arts Intervention	K-6	<i>High Point, 2002</i>

English Language Development	4-6	<i>Avenues</i> , Hampton Brown, 2002
Mathematics	K-6	<i>Saxon Mathematics</i> , 2001
Science	K-6	McMillian McGraw-Hill California Science, 2008
History/Social Science	K-6	McMillian McGraw-Hill California Vistas, 2007

Core Curriculum for Sacramento City Unified School District

Middle School Grades (7th -8th)

Core Curriculum Areas	Grade Level(s)	District Adopted Textbooks/Materials
Reading Development	7-8	<i>REACH! 2002; LANGUAGE!; High Point 2001</i>
Language Arts	7-8	<i>Holt Literature and Language Arts</i>
English Language Development	7-8	<i>High Point 2001</i>
Mathematics	7-8	<i>Prentice Hall Pre-Algebra, Algebra, Geometry</i>
Science	7	<i>Prentice Hall Science Explorer: Focus on Life Science</i>
Science	8	<i>Prentice Hall Science Explorer: Focus on Physical Science</i>
History	7	<i>TCI History Alive Medieval Times and Beyond, 2005</i>
History	8	<i>TCI The US through Industrialism, 2005</i>

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,194,146	\$6,141	\$4,465	\$54,387
District	---	---	\$4696	\$57953
Percent Difference – School Site and District	---	---	-4.9%	-6.2%
State	---	---	\$5300	\$65008
Percent Difference – School Site and State	---	---	-15.8%	-16.3%

[Types of Services Funded \(Fiscal Year 2007-08\)](#)

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

Supplemental Services

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school.

Services throughout the district include:

Class Size Reduction
Grade Level and Department Collaboration
Tutoring

Supplemental instructional materials and books in mathematics, reading/language arts and ELD
 Enrichment programs
 Access to technology
 Parent Education/Family Nights
 Student/Family Primary Language Support
 Translation for Home-School Communication
 Special Education
 Professional Development
 Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
 Campus Monitors
 Supplemental Education Services
 School Choice

Please check with your child's principal to receive information regarding the services that are specific to our school.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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. Detailed information regarding salaries may be found on the Certificated Salaries and 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	\$39015	\$40721
Mid-Range Teacher Salary	\$51275	\$65190
Highest Teacher Salary	\$84151	\$84151
Average Principal Salary (Elementary)	\$98946	\$104476
Average Principal Salary (Middle)	\$101101	\$108527
Average Principal Salary (High)	\$116489	\$119210
Superintendent Salary	\$253504	\$210769
Percent of Budget for Teacher Salaries	36.1%	39.9%
Percent of Budget for Administrative Salaries	5.7%	5.5%

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 at <http://star.cde.ca.gov>.

Note: Scores are not shown when the number of students tested is 10 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.

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	20	21	28	37	39	43	42	43	46
Mathematics	25	28	28	38	38	42	40	40	43
Science	12	15	40	25	29	39	35	38	46
History-Social Science	10	16	18	26	27	32	33	33	36

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	History-Social Science
African American	22	10	25	13
American Indian or Alaska Native				
Asian	28	38	44	19
Filipino	*	*	*	*
Hispanic or Latino	30	25	37	18
Pacific Islander	23	25	*	*
White (not Hispanic)	36	40	*	*
Male	23	28	46	19
Female	32	28	31	16
Economically Disadvantaged	27	28	40	
English Learners	12	22	19	2
Students with Disabilities	4	8	6	
Students Receiving Migrant Education Services	*	*	*	*

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 at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pf/>. *Note: Scores are not shown when the number of students tested is 10 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 Healthy Fitness Zones
5	0.0
7	17.2

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

API 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 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	1	2	2
Similar Schools	1	1	1

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	13	14	C	656
African American	-15		C	601
American Indian or Alaska Native				
Asian	14	5	C	688
Filipino				
Hispanic or Latino	-1	37	C	633
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	13	15	C	656
English Learners	1	19	C	654
Students with Disabilities				

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

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

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

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	Yes
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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2008-2009
Year in Program Improvement	Year 5	Year 1
Number of Schools Currently in Program Improvement	---	24
Percent of Schools Currently in Program Improvement	---	27.0

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.

Professional Development is an essential component of effective instruction and student learning. The District The District has developed a responsive and comprehensive research-based professional development plan with an in-depth focus on English Learners, Algebra, and culturally and linguistically responsive pedagogy. In addition to the required 18-hours of professional development, district staff is provided growth opportunities throughout the year; i.e. after school, during summer vacation, and on some Saturdays. The wide spectrum of offerings reflects the specific needs identified by individual school sites and are aligned with the district strategic plan. Key focus areas include: Instructional Leadership, Instructional Practices, Assessment, Curriculum Development, and Understanding the Learning Process. Professional development is coordinated by Administrators of Curriculum, Professional Development Support in coordination with school site staff.