# Lexington Junior High School
## School Accountability Report Card
## Reported Using Data from the 2011-12 School Year
### Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

**EdData Partnership Web Site**
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

**DataQuest**
DataQuest is an online data tool located on the CDE DataQuest webpage 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. 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 2012-13)**

| School Contact Information | |
|---|---|
| **School Name** | Lexington Junior High School |
| **Street** | 4351 Orange Avenue |
| **City, State, Zip** | Cypress, CA 90630-2799 |
| **Phone Number** | (714) 220-4201 |
| **Principal** | Jodie Wales, Ed.D. |
| **E-mail Address** | wales_j@auhsd.us |
| **CDS Code** | 30664316085260 |

| District Contact Information | |
|---|---|
| **District Name** | Anaheim Union High School District |
| **Phone Number** | (714) 999-3511 |
| **Web Site** | www.auhsd.us |
| **Superintendent** | Elizabeth I. Novack, Ph.D. |
| **E-mail Address** | webmaster@auhsd.k12.ca.us |

**School Description and Mission Statement (School Year 2011-12)**
This section provides information about the school, its programs and its goals.

At Lexington Junior High School, we believe that to be successful educators we must create a high-interest level in learning and maintain cross-curricular collaboration with enthusiasm for our subject areas. We are dedicated to maintaining high expectations for ourselves and for our students, and to utilizing a variety of instructional strategies so all students are actively engaged in relevant learning and are successful in our classes. We set professional goals annually and frequently re-examine our effectiveness through peer collaboration and the sharing of best practices. Our collaborative and enthusiastic spirit maintains our focus on continuous improvement with the intent to help all students achieve academically and socially at Lexington.

**Opportunities for Parental Involvement (School Year 2011-12)**
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Lexington Junior High School is a highly active campus, with a wide variety of programs and extra-curricular activities developed for the diverse student body. These activities are successful, because of the genuine support and volunteer spirit of our parents and community. Over 150 parents sign-up annually to assist in the following areas: Book Fair, dances, Fit-a-thon fundraiser, band performances, drama shows, dance/choir performances, library assistance, classroom assistance, and reward/incentive programs. Additionally, parents are encouraged to join a very active PTSA, or seek a position on the School Site Council, Discipline Committee, or ELAC Committee.

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

| Grade Level | Number of Students |
|---|---|
| Grade 7 | 618 |
| Grade 8 | 608 |
| Total Enrollment | 1,226 |

**Student Enrollment by Group (School Year 2011-12)**

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|---|---|---|---|
| **Black or African American** | 4 | **White** | 27.7 |
| **American Indian or Alaska Native** | 0.3 | **Two or More Races** | 5.6 |
| **Asian** | 29.1 | **Socioeconomically Disadvantaged** | 27.7 |
| **Filipino** | 4.4 | **English Learners** | 25.4 |
| **Hispanic or Latino** | 28.5 | **Students with Disabilities** | 4.5 |
| **Native Hawaiian/Pacific Islander** | 0.3 | | |

**Average Class Size and Class Size Distribution (Secondary)**

| Subject | 2009-10 | | | | 2010-11 | | | | 2011-12 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | 34.1 | 0 | 15 | 23 | 31.9 | 6 | 6 | 39 | 29.8 | 8 | 17 | 26 |
| Mathematics | 33.2 | 9 | 2 | 25 | 35.7 | 2 | 6 | 31 | 32.7 | 5 | 5 | 34 |
| Science | 35.4 | 0 | 0 | 36 | 37.4 | 0 | 0 | 37 | 34.8 | 0 | 4 | 32 |
| Social Science | 32.2 | 0 | 9 | 26 | 34.5 | 1 | 2 | 34 | 34.6 | 1 | 2 | 32 |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

# III. School Climate

**School Safety Plan (School Year 2011-12)**
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

School Safety Plans are reviewed on an annual basis. Input is gathered from staff, community resource groups, and the School Site Council in order to determine any needed changes. The Lexington Junior High School plan was updated in August 2012. It was discussed with staff in August 2012, and again prior to an emergency evacuation drill (The Great Shakeout) on October 18, 2012.

**Suspensions and Expulsions**

| Rate* | School | | | District | | |
|---|---|---|---|---|---|---|
| | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| Suspensions | 5.68 | 5.24 | 1.88 | 12.3 | 10.01 | 4.55 |
| Expulsions | 0 | 0.16 | 0.33 | 0.97 | 0.70 | 0.52 |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

# IV. School Facilities

**School Facility Conditions and Planned Improvements (School Year 2012-13)**
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** December 2012

The Lexington Junior High School campus opened in 1972. The 20.3 acre site includes 43 regular classrooms. There are 9 labs, which are designed for specific programs (Science and Computers labs). The site also includes a media center, a cafeteria, a gym and a variety of sports fields. The Lexington facilities have undergone an extensive modernization and construction program. The estimated budget was $19.3 million and was completed in September, 2007. All campus buildings were modernized. New science classrooms and staff parking were added. PTSA and the School Site Council recently purchased an electronic marquee in the summer of 2010, which completed the modernization of the school.

Maintenance and Repair: Site and District maintenance staff ensure 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. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on December 10, 2012.

**School Facility Good Repair Status (School Year 2012-13)**
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|---|
| | Exemplary | Good | Fair | Poor | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | [ ] | [X] | [ ] | [ ] | |
| **Interior:** Interior Surfaces | [ ] | [X] | [ ] | [ ] | Cracked ceiling tile in Room 410. Stained and missing ceiling tiles in Room 801. |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | [ ] | [X] | [ ] | [ ] | |
| **Electrical:** Electrical | [ ] | [X] | [ ] | [ ] | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | [ ] | [X] | [ ] | [ ] | Missing tiles on wall by urinals in Boys' Restroom. |
| **Safety:** Fire Safety, Hazardous Materials | [ ] | [X] | [ ] | [ ] | Fire extinguisher is blocked in Room 508. |
| **Structural:** Structural Damage, Roofs | [ ] | [X] | [ ] | [ ] | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | [ ] | [X] | [ ] | [ ] | |
| **Overall Rating** | [ ] | [X] | [ ] | [ ] | |

# V. Teachers

**Teacher Credentials**

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2009-10 | 2010-11 | 2011-12 | 2011-12 |
| **With Full Credential** | 44 | 45 | 43 | 1,281 |
| **Without Full Credential** | 0 | 0 | 0 | 0 |
| **Teaching Outside Subject Area of Competence** | 1 | 3 | 0 | --- |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 1 | 0 | 0 |
| Total Teacher Misassignments | 1 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)**

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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 | 100 | 0 |
| High-Poverty Schools in District | 100 | 0 |
| Low-Poverty Schools in District | N/A | N/A |

\* 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.

# VI. Support Staff

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | 2 | 613 |
| Counselor (Social/Behavioral or Career Development) | 0 | --- |
| Library Media Teacher (Librarian) | .5 | --- |
| Library Media Services Staff (Paraprofessional) | 1 | --- |
| Psychologist | 1 | --- |
| Social Worker | 0 | --- |
| Nurse | 0.1 | --- |
| Speech/Language/Hearing Specialist | 1 | --- |
| Resource Specialist | 0 | --- |
| Other | 0 | --- |

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

# VII. Curriculum and Instructional Materials

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)**
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** August 2009

All content subject areas utilize standards-aligned, state and district adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the District level through an established curriculum cycle. Teachers are given indepth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language need students and the learning needs students.

This information was collected in November 2012.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | English textbooks were adopted in the spring of 2009. There is one textbook or DVD available per student. | Yes | 0 |
| **Mathematics** | Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student. | Yes | 0 |
| **Science** | Science textbooks were adopted in 2007. There is one textbook available per student. | Yes | 0 |
| **History-Social Science** | History/Social science textbooks were adopted in 2005-06. There is one textbook available per student. | Yes | 0 |
| **Foreign Language** | Foreign language textbooks were adopted in 2003-04. There is one textbook available per student | Yes | 0 |
| **Health** | Health textbooks were adopted in 2004-05. There is one textbook available per student. | Yes | 0 |

# VIII. School Finances

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

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|---|---|---|---|
| | **Total** | **Supplemental/ Restricted** | **Basic/ Unrestricted** | |
| **School Site** | $5,844 | $860 | $4,984 | $79,829 |
| **District** | --- | --- | $5,475 | $81,535 |
| **Percent Difference: School Site and District** | --- | --- | -8.96% | -2.09% |
| **State** | --- | --- | $5,425 | $67,932 |
| **Percent Difference: School Site and State** | --- | --- | -8.13% | 17.51% |

\*    **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\*   **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

**Types of Services Funded (Fiscal Year 2011-12)**

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

English Learner, Special Education, and Staff Development programs are supported through the following categorical funds: EIA-LEP, Special Education, and Title II Professional Development. Perkins Funds, Physical Education grant, schoolwide fundraiser and other grants are also sources of support for curricular programs.

**Teacher and Administrative Salaries (Fiscal Year 2010-11)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $46,634 | $42,660 |
| **Mid-Range Teacher Salary** | $84,860 | $69,198 |
| **Highest Teacher Salary** | $97,693 | $88,943 |
| **Average Principal Salary (Elementary)** | | |
| **Average Principal Salary (Middle)** | $122,243 | $121,140 |
| **Average Principal Salary (High)** | $135,376 | $127,707 |
| **Superintendent Salary** | $236,654 | $202,123 |
| **Percent of Budget for Teacher Salaries** | 39% | 36% |
| **Percent of Budget for Administrative Salaries** | 4% | 5% |

\*    For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

# IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.

- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| **English-Language Arts** | 69 | 75 | 77 | 48 | 49 | 54 | 52 | 54 | 56 |
| **Mathematics** | 56 | 56 | 60 | 31 | 35 | 37 | 48 | 50 | 51 |
| **Science** | 77 | 79 | 87 | 53 | 58 | 64 | 54 | 57 | 60 |
| **History-Social Science** | 72 | 75 | 77 | 46 | 49 | 51 | 44 | 48 | 49 |

\* 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.

**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|---|---|---|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| **All Students in the LEA** | 54 | 37 | 64 | 51 |
| **All Student at the School** | 77 | 60 | 87 | 77 |
| **Male** | 70 | 55 | 87 | 74 |
| **Female** | 84 | 65 | 88 | 80 |
| **Black or African American** | 66 | 34 | 64 | 73 |
| **American Indian or Alaska Native** | | | | |
| **Asian** | 88 | 86 | 93 | 89 |
| **Filipino** | 79 | 72 | 88 | 88 |
| **Hispanic or Latino** | 70 | 44 | 84 | 67 |
| **Native Hawaiian/Pacific Islander** | | | | |
| **White** | 73 | 49 | 88 | 73 |
| **Two or More Races** | | | | |
| **Socioeconomically Disadvantaged** | 67 | 50 | 83 | 66 |
| **English Learners** | 43 | 48 | 68 | 52 |
| **Students with Disabilities** | 30 | 20 | 49 | 24 |
| **Students Receiving Migrant Education Services** | | | | |

\*     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.

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

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| **7** | 23.2 | 25.9 | 28.6 |

\*     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.

# 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. For detailed information about the API, see the CDE API webpage 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 | 9 | 9 | 9 |
| Similar Schools | 3 | 2 | 4 |

**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 | 4 | 13 | 16 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | 0 | 7 | 5 |
| Filipino | | | |
| Hispanic or Latino | 4 | 35 | 24 |
| Native Hawaiian/Pacific Islander | | | |
| White | -5 | 6 | 18 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 37 | 24 | 21 |
| English Learners | 14 | -10 | 20 |
| Students with Disabilities | | | |

\*    "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, district, and state level.

| Group | 2012 Growth API | | | | | |
|---|---|---|---|---|---|---|
| | School | | District | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 1,187 | 884 | 25,547 | 779 | 4,664,264 | 788 |
| Black or African American | 54 | 799 | 771 | 762 | 313,201 | 710 |
| American Indian or Alaska Native | 3 | | 88 | 788 | 31,606 | 742 |
| Asian | 361 | 961 | 3,228 | 927 | 404,670 | 905 |
| Filipino | 67 | 918 | 1,103 | 889 | 124,824 | 869 |
| Hispanic or Latino | 337 | 835 | 16,793 | 733 | 2,425,230 | 740 |
| Native Hawaiian/Pacific Islander | 10 | | 223 | 795 | 26,563 | 775 |
| White | 355 | 857 | 3,296 | 834 | 1,221,860 | 853 |
| Two or More Races | 0 | | 4 | | 88,428 | 849 |
| Socioeconomically Disadvantaged | 344 | 836 | 18,105 | 742 | 2,779,680 | 737 |
| English Learners | 278 | 889 | 11,909 | 698 | 1,530,297 | 716 |
| Students with Disabilities | 104 | 610 | 2,573 | 555 | 530,935 | 607 |

**Adequate Yearly Progress**

The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

**Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)**

| AYP Criteria | School | District |
|---|---|---|
| **Made AYP Overall** | Yes | No |
| **Met Participation Rate: English-Language Arts** | Yes | Yes |
| **Met Participation Rate: Mathematics** | Yes | Yes |
| **Met Percent Proficient: English-Language Arts** | Yes | No |
| **Met Percent Proficient: Mathematics** | Yes | No |
| **Met API Criteria** | Yes | Yes |
| **Met Graduation Rate (if applicable)** | 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | | In PI |
| **First Year of Program Improvement** | | 2008-2009 |
| **Year in Program Improvement** | | Year 3 |
| **Number of Schools Currently in Program Improvement** | --- | 12 |
| **Percent of Schools Currently in Program Improvement** | --- | 57.1 |

# XII. Instructional Planning and Scheduling

**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. Staff led in-services are regularly provided to train teachers in the use of Illuminate (student assessment data program), Formative Assessment, SmartBoards, Critical Friends Team Discussions, CEMSS Science Training, Kagan workshops and Power Point. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly-effective lessons.